DOCUMENT RESUME

ED 373 863 PS 022 429

AUTHOR	Slavin, Robert E.; And Others
TITLE	Success for All: A Relentless Approach to Prevention and Early Intervention in Elementary Schools. ERS Monograph.
INSTITUTION	Educational Research Service, Arlington, Va.
SPONS AGENCY	Abell Foundation, Baltimore, MD.; Carnegie Corp. of New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE	92
CONTRACT	R117R90002
NOTE	145p.
AVAILABLE FROM	Educational Research Service, 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock Number 222-00056, $40 for nonsubscribers; $20 for ERS subscribers; add $3 postage and handling to prepaid orders actual cost of postage and handling will be added to billed orders).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; *Early Intervention; Educational Change; Family Programs; *High Risk Students; Integrated Services; *Language Arts; Preschool Education; *Prevention; Primary Education; Program Descriptions; Program Effectiveness; Public Policy; Staff Development; Success; Tutoring; *Writing Skills
IDENTIFIERS	Program Characteristics; *Success for All Program

ABSTRACT

This monograph describes the Success for All program, developed in 1986 by the Center for Research on Effective Schooling for Disadvantaged Students at Johns Hopkins University. The program is built around the idea that every child can and must succeed in the early grades, and that all aspects of school and classroom organization should be directed toward preventing academic deficits from appearing in the first place, recognizing and intervening when any deficits do appear, and providing students with a rich and full curriculum to enable them to build upon a firm foundation in basic skills. The academic focus of the program is on the development of writing and language arts skills through cooperative learning. The eight chapters in this monograph discuss: (1) the origins of the program; (2) language arts components; (3) tutoring programs; (4) prekindergarten and kindergarten programs; (5) family support and integrated services; (6) facilitating change: staff development and school restructuring; (7) research on the effectiveness of Success for All in various schools; and (8) the policy implications of the Success for All program. A concluding section illustrates specific strategies, procedures, and materials that are discussed in the text. Contains 77 references. (MDM)

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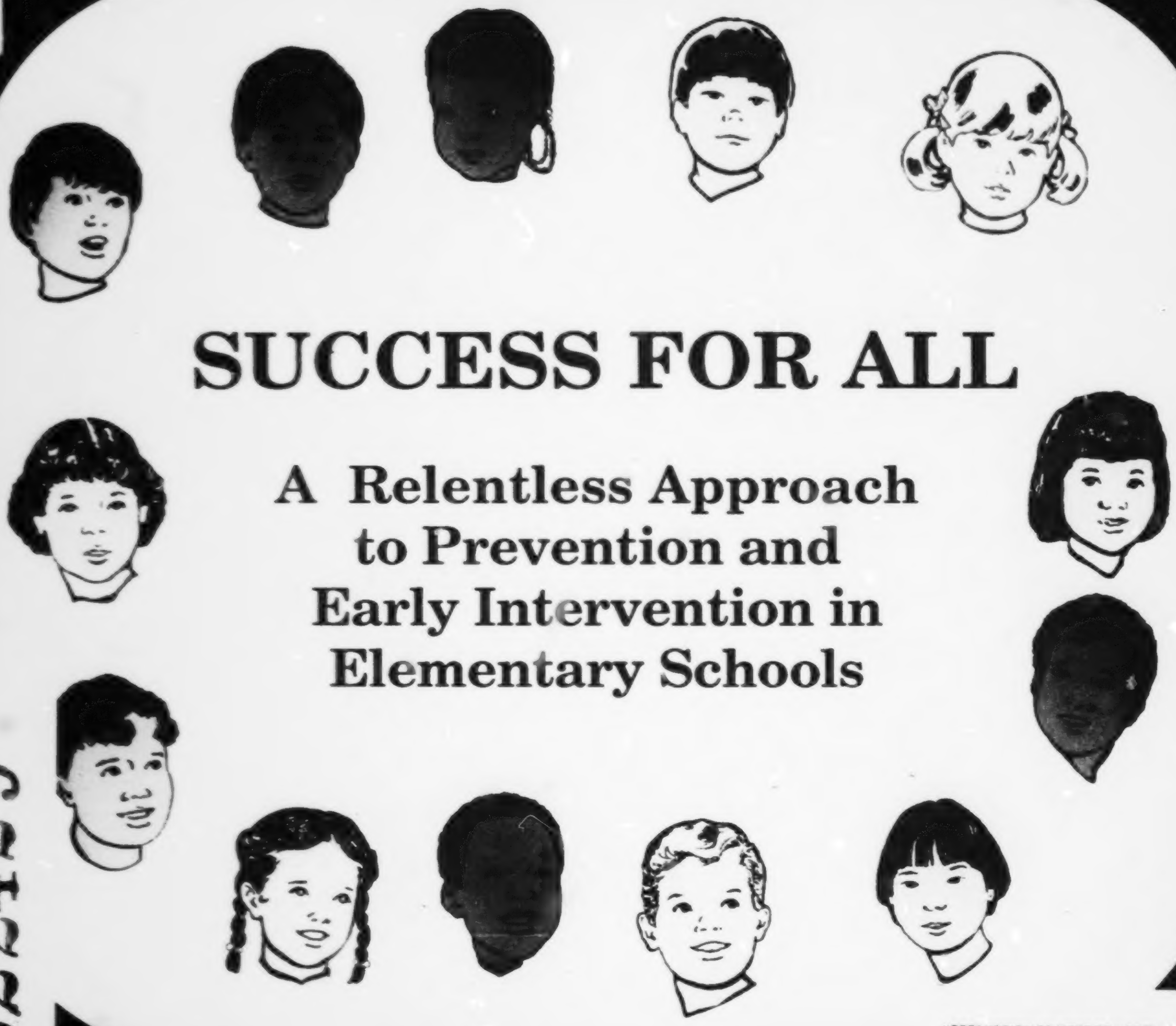

SUCCESS FOR ALL

A Relentless Approach to Prevention and Early Intervention in Elementary Schools

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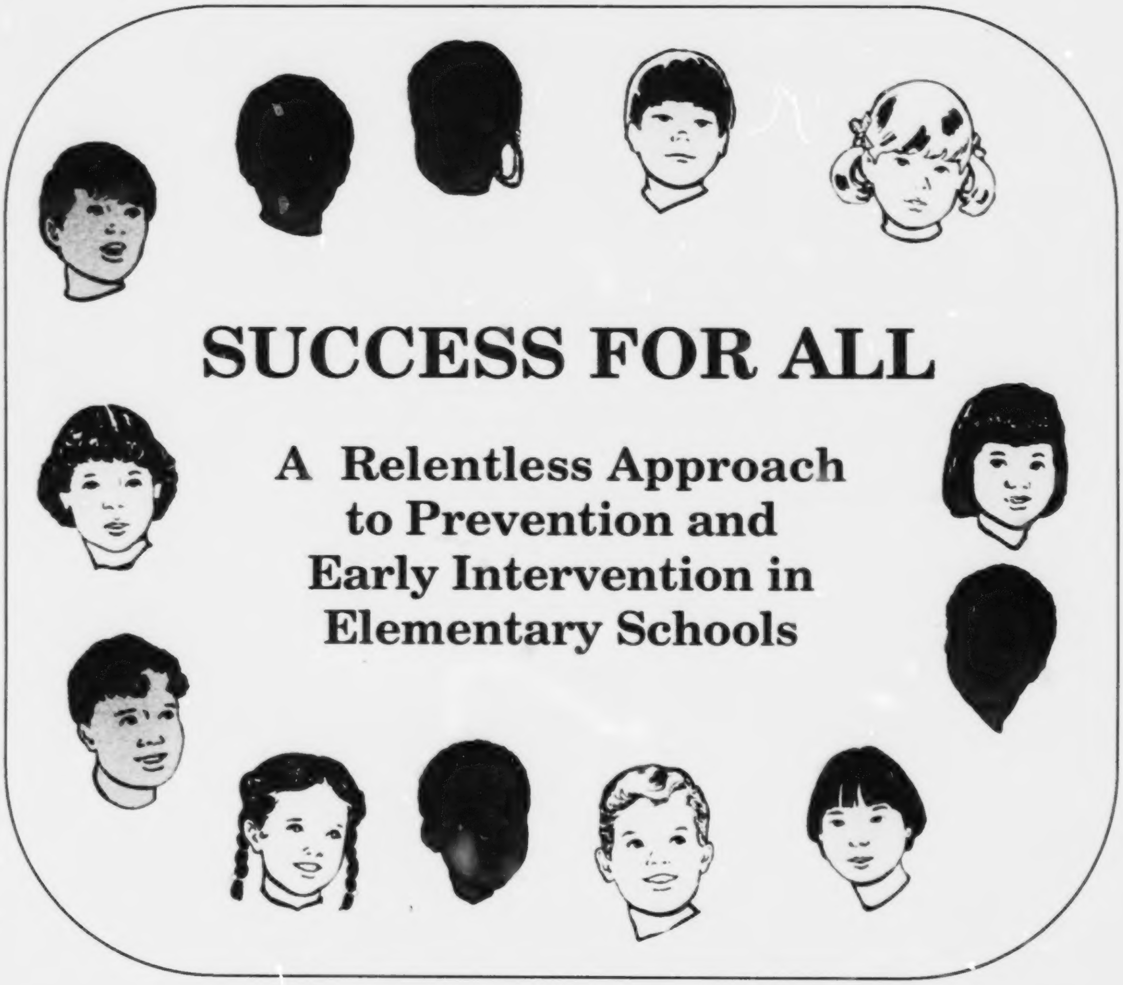

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Stock #222-00056

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Foreword

Many educational practices and much of the funding for remedial programs are based on the assumption that there is something wrong with children who do not succeed in school. All too often, the movement to achieve excellence in education has tended to set these at-risk children apart and to teach them ineffectively. Children are often allowed to fall behind until they are labeled in some way — learning disabled, economically disadvantaged, or emotionally disturbed — and then provided with remedial instruction that rarely succeeds in raising them to the level of their classmates. Educators, parents, and concerned citizens are becoming increasingly concerned about the many children who are consigned to school failure by this system — especially those children in poor, urban school districts where the numbers of at-risk students reach shocking proportions.

The authors of this monograph, *Success for All: A Relentless Approach to Prevention and Early Intervention in Elementary Schools*, describe an elementary school and community program developed and initiated in 1986 by the staff of the Center for Research on Effective Schooling for Disadvantaged Students at The Johns Hopkins University in Baltimore. Now operating in 31 schools in 12 states, Success for All is a comprehensive approach based not on remediation but on prevention, with intensive early intervention and continuing support in an integrated school program to ensure success for every child.

ERS expresses appreciation to Dr. Robert Slavin and each of the other nine co-authors of this monograph for the excellent work they have done in explaining the Success for All program in detail and in presenting the research relating to its effects on children.

The Educational Research Service, in accordance with its standard policy, does not endorse any particular program or instructional method. But ERS does vigorously promote and encourage the use of research findings in developing and initiating school programs and instructional practices. We believe that this monograph will provide valuable insight and information to all those concerned with the education of children.

Glen Robinson
President
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About the Authors

Robert Slavin is currently Co-Director of the Early and Elementary School Program at the Center for Research on Effective Schooling for Disadvantaged Students at Johns Hopkins University. He received his B.A. in psychology from Reed College in 1972, and his Ph.D. in social relations in 1975. Dr. Slavin has authored or co-authored more than 120 articles and 11 books, including *Educational Psychology: Theory into Practice* (Allyn & Bacon 1986, 1988, 1991), *School and Classroom Organization* (Erlbaum 1989), *Effective Programs for Students at Risk* (Allyn & Bacon 1989), *Cooperative Learning: Theory, Research, and Practice* (Prentice-Hall 1990), and *Preventing Early School Failure* (Allyn & Bacon forthcoming). He received the American Educational Research Association's Raymond B. Cattell Early Career Award for Programmatic Research in 1986, and the Palmer O. Johnson award for the best article in an AERA journal in 1988.

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Lawrence J. Dolan is a Research Scientist at the Center for Research on Effective Schooling for Disadvantaged Students and on the faculty of the School of Hygiene and Public Health at Johns Hopkins University. He is the author of numerous articles on the mental health consequences of schooling, family-school connections, and school-based prevention programs. He has played a major role in the development of the family support model in the Success for All program and has directed expansion and dissemination efforts around the country. He received his Ph.D. from the University of Chicago in educational psychology. Dr. Dolan has also been a Program Officer for the Spencer Foundation and on the faculty of the University of Rochester.

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Alta Shaw is a Program Facilitator for the Success for All program at Johns Hopkins University. She received her B.A. from Hampton University in 1967 and recently completed an M.S. degree in behavioral science and organizational development at Johns Hopkins University. Ms. Shaw taught for many years in Maryland, Virginia, and California, and was a program administrator for the Los Angeles City Department of Aging. She has also worked as a video consultant for several productions and is currently co-producing a video presentation for Success for All. She leads the development of training models for Success for All and has worked on the development of the Success for All reading and writing programs.

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Robert Petza is a Curriculum Specialist and Program Facilitator for the Success for All program at Johns Hopkins University. He recently completed adaptations of six African folk tales for young children and was the primary writer of the Success for All first- and second-grade writing/language program, *Writing From the Heart*. He has taught workshops in writing for various school systems as well as demonstrating writing techniques in classrooms. Mr. Petza has been a teacher, curriculum specialist, and administrator in his 30 years in the Baltimore City Public Schools. He has earned degrees from Towson State Teachers' College and Loyola College. He was one of the founders of the international organization *Opera for Youth*, and has taught university classes in creative drama and children's theatre.

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Acknowledgements:

We would like to thank the following individuals for their assistance: Matthew Riley, James Sarnecki, Leonard Wheeler, Carla Ford, Nancy Gimbel, Norman Walsh, Denise Borders, Lawrence Howe, Craig Spilman, Cornelius Johnson, Maudestine Godsey, Ardena Dixon, Alexander Gates, Joyce Kavanaugh, Alma Brown, Anna Coplin, Deborah Wortham, Phoebe Shorter, and Mary Donnelly of the Baltimore City Public Schools; Renee Yampolsky and Vicky Celotto of the Philadelphia Public Schools; Glen Hammerbacher, Stuart Scott, and Rodney Abbott of the Worcester County, Maryland, Public Schools; and Alice Pinderhughes, Kalman Hettleman, Robert Embry, Steve Ross, Lionel Lauer, Barbara Livermon, Mary Leighton, Gretta Gordy, and Scott Durkin.

The research and development presented in this monograph were supported by grants from the Office of Educational Research and Improvement, U.S. Department of Education (No. OERI - R - 117 - R90002), the Abell Foundation, the France and Merrick Foundations, the Carnegie Corporation of New York, and the Pew Charitable Trusts. However, the opinions expressed are those of the authors.

Chapter 1

Success for All: The Promise and the Plan

Every September, three million children enter our nation's first grades. Every one of them is absolutely confident that he or she is going to do well in school. Every one of them is smart and knows it. Every one is highly motivated and eager to learn.

Just nine months later, many of these bright, enthusiastic first graders have learned a hard lesson. Many have failed first grade; others barely squeak by, but are beginning to see that they are not making it. In particular, some students know that they are not reading as well as their classmates. As they proceed through the elementary grades, many students begin to see that they are failing at their full-time job. When this happens, things begin to unravel. Failing students begin to have poor motivation and poor self-expectations, resulting in continued poor achievement, in a declining spiral that ultimately leads to despair, delinquency, and dropping out.

Remediating learning deficits after they are already well established is extremely difficult. Children who have already failed to learn to read, for example, are now anxious about reading, and this anxiety interferes with their ability to focus on it. Their motivation to read may be low. Although they may ultimately learn to read, it may always be a chore, not a pleasure.

Clearly, the time to provide additional help to children who are at risk is early, when these children are still motivated and confident and when any learning deficits are relatively small and more easily remediable. The most important goal in educational programming for students at risk of school failure is to try to make certain that we do not squander the greatest resource we have: the enthusiasm and positive self-expectations of young children themselves.

In practical terms, this perspective implies that schools — and especially Chapter 1 programs, special education resources, and other services for at-risk children — must be shifted from an emphasis on remediation to an emphasis on prevention and early intervention. Prevention means offering developmentally appropriate preschool and kindergarten programs so students enter first grade ready to succeed, and providing regular classroom teachers with effective instructional programs, curricula, and staff development to enable them to make sure that most students are successful the first time they are taught. Early intervention means providing supplementary, accelerated instructional services early in students' schooling — services intensive enough to bring at-risk students quickly to a level at which they can profit from regular classroom instruction.

The purpose of this monograph is to describe a program built around the idea that every child can and must succeed in the early grades, no matter what this takes. The program is called Success for All. The idea behind Success for All is to use everything we know about effective instruction for students at risk to direct all aspects of school and classroom organization toward the goal of preventing academic deficits from appearing in the first place, recognizing and intensively intervening when any deficits do appear, and providing students with a rich and full curriculum to enable them to build on their firm foundation in basic skills. Success for All is committed to doing whatever it takes to see that every child makes it through third grade at or near grade level in reading and other basic skills, and then goes beyond this in the later grades.

Usual practices in elementary schools are diametrically opposed to the principle of prevention and early intervention emphasized in Success for All. Most elementary schools provide a fairly good kindergarten, a fairly good first grade, and so on. Starting in first grade, a certain number of students begin to fall behind, and over the course of time these students are assigned to remedial programs (such as Chapter 1) or to special education, or are simply retained in grade.

Our society's tacit assumption is that those students who fall by the wayside are defective in some way. Perhaps they have learning disabilities, or low IQs, or poor motivation, or parents who do not support school learning, or other problems. We assume that since most students do succeed with standard, fairly good instruction in the early grades, there must be something wrong with those who don't.

Success for All is built around a different set of assumptions. The most important is that every child can learn. We mean this not as wishful thinking or as a rallying cry, but as a practical, attainable reality. In particular, every child without organic retardation can learn to read. Some children need more help than others, or different approaches than those needed by others — but one way or another, every child can make it in school.

The first requirement for the success of every child is *prevention*. This means providing excellent preschool and kindergarten programs; improving curriculum, instruction, and classroom management throughout the grades; assessing students frequently to make sure they are making adequate progress; and establishing cooperative relationships with parents so they can support students' learning at home.

Top-quality curriculum and instruction from age four on will ensure the success of most students, but not all of them. The next requirement for the success of all students is *intensive early intervention*. This means one-to-one tutoring by certified teachers for first graders who have reading problems. It means working with parents and social service agencies to make sure that all students attend school, have medical services or eyeglasses if they need them, get help with behavior problems, and so on.

The most important idea in Success for All is that the school must relentlessly stick with every child until that child is succeeding. If prevention is not enough, the child may need tutoring. If this is not enough, he or she may need help with behavior, or attendance, or eyeglasses. If this is not enough, he or she may need a different reading program. In a Success for All school, "good enough" is never good enough. The school does not merely provide services to children, it constantly assesses the results of the services it provides and keeps varying or adding services until every child is making it.

Origins of Success for All

The Success for All program began in 1986 as a response to a challenge made to our research group at Johns Hopkins University. The challenge came from Baltimore's superintendent, Alice Pinderhughes, its school board president, Robert Embry, and a former Maryland secretary of human resources, Kalman "Buzzy" Hettleman. They asked us what it would take to ensure the success of *every* child in schools serving large numbers of disadvantaged students.

At the time, we were working on a book called *Effective Programs for Students at Risk* (Slavin, Karweit, and Madden 1989), so we were very interested in this question. After many discussions, the superintendent asked us to take the next step, to work with Baltimore's Elementary Division to actually plan a pilot program. We met for months with a planning committee, and finally produced a plan and selected a school to serve as a si[illegible]. The school was Abbottston Elementary School, an all-black school in which approximately 83 percent of students qualified for free lunch. In September 1986, "Fantastic Abbottston" opened as the first Success for All school. Initially the additional funds needed to operate the program, about $400,000 per year, came from a Chapter 2 grant, but Abbottston's program is now supported entirely by Chapter 1.

The first-year results at Abbottston were very positive. In comparison to matched control students, Abbottston students had much higher reading scores, and retentions and special education placements were substantially reduced (see Slavin et al. 1990).

In 1988-89, Success for All was substantially expanded in Baltimore. With funding from Baltimore's France and Merrick Foundations, a fully-funded Success for All site was established at City Springs Elementary School, the poorest school in the city. In addition, three schools began to use a version of the program that could be funded by existing Chapter 1 dollars, without the extra resources provided to Abbottston and City Springs. We also began implementation of Success for All at Francis Scott Key Elementary School, one of the poorest schools in Philadelphia, in which a majority of the students are Cambodian. Key School gave us our first experience in adapting Success for All to meet the needs of limited-English-proficient students.

In more recent years, Success for All has expanded to schools in Charleston, South Carolina; Montgomery, Alabama; Memphis, Tennessee; and many other districts. As of this writing the program exists in 12 states. In the course of developing and researching Success for All, we have learned a great deal about the process of change in schools serving disadvantaged students. We have also learned about the effects of the overall program and of many of its component parts. This monograph describes both our formal research and our informal, hard-earned wisdom about elementary school reform.

Overview: Components of Success for All

The elements of Success for All are described in detail in the following chapters of this monograph, but before we get to the particulars it is useful to see the big picture. Success for All has somewhat different components at different sites, depending on the resources available to implement the program. "High-resource" schools have additional funds beyond usual Chapter 1 dollars, while "low-resource" schools usually have only their usual Chapter 1 allocations. The main elements of Success for All and typical differences according to levels of resources are described in the following sections (adapted from Slavin et al. 1990).

Reading Tutors —

One of the most important elements of the Success for All model is the use of certificated teachers as tutors to promote students' success in reading. One-to-one tutoring is the most effective form of instruction known (Slavin, Karweit, and Madden 1989; Wasik and Slavin 1990). The tutors are certified teachers with experience teaching Chapter 1, special education, and/or primary reading. Tutors work one-on-one with students who are having difficulty keeping up with their reading groups. The tutoring occurs in 20-minute sessions taken from an hour-long social studies period.

In general, tutors support students' success in the regular reading curriculum, rather than teaching different objectives. For example, the tutor will work with a student on the same story and concepts being read and taught in the regular reading class. However, tutors seek to identify learning problems, use different strategies to teach the same skills, and teach metacognitive skills beyond those taught in the classroom program (Wasik and Madden 1991). High-resource schools have six or more teachers serving as tutors, moderate-resource schools, three to five, and low-resource schools, two to three (depending on school size, need for tutoring, and other factors).

During daily 90-minute reading periods, tutors serve as additional reading teachers to reduce class size for reading to about 15 students in high-resource schools and about 20 students in moderate- and low-resource schools. Reading teachers and tutors use brief forms to communicate about students' specific problems and needs, and they meet at regular times to coordinate their approaches with individual children.

Initial decisions about reading group placement and the need for tutoring are based on informal reading inventories that the tutors give to each child. First graders receive priority for tutoring, on the assumption that the primary function of the tutors is to help all students be successful in reading the first time, before they can fail and become remedial readers. Tutoring procedures are described in more detail in Chapter 3.

Reading Program —

Students in grades one to three are regrouped for reading. The students are assigned to heterogeneous, age-grouped classes with class sizes of about 25 students most of the day. During a regular 90-minute reading period, however, they are regrouped by reading performance levels into reading classes of 15-20 students all at the same level. For example, a 2-1 (first level of second grade) reading class might contain first-grade, second-grade, and third-grade students all reading at the same level.

Regrouping allows teachers to teach the whole reading class without having to break the class into reading groups. This greatly reduces the time spent in seat work and increases direct instruction time, eliminating workbooks, dittos, or other follow-up activities that are needed in classes with multiple reading groups. The regrouping is a form of the Joplin Plan, which has been found to increase reading achievement in the elementary grades (Slavin 1987).

Reading teachers at every grade level begin the reading time by reading children's literature to students and engaging them in a discussion of the story to enhance their understanding of the story, listening and speaking vocabulary, and knowledge of story structure. In kindergarten and first grade, the program emphasizes development of basic language skills with the use of Story Telling and Retelling (STaR), which involves the students in listening to, retelling, and dramatizing children's literature (Karweit et al. 1990). Big books as well as oral and written composition activities allow students to develop concepts of print as they also develop knowledge of story structure. Peabody Language Development Kits are used to further develop receptive and expressive language.

Beginning Reading (Madden and Livermon 1990) is introduced in the second semester of kindergarten. The K-1 reading program uses as its base a series of phonetically regular but meaningful and interesting minibooks, and emphasizes repeated oral reading to partners as well as to the teacher. Letters and letter sounds are introduced in an active, engaging set of activities that begins with oral language and moves into written symbols. Individual sounds are integrated into a context of words, sentences and stories. Instruction is provided in story structure, specific comprehension skills, and integration of reading and writing.

When students reach the primer reading level, they use a form of Cooperative Integrated Reading and Composition (CIRC) (Stevens et al. 1987) with the district's basal series or trade books. CIRC uses cooperative learning activities built around story structure, prediction, summarization, vocabulary building, decoding practice, and story-related writing. Students engage in partner reading and structured discussion of the stories or novels, and work toward mastery of the vocabulary and content of the story in teams. Story-related writing is also shared within teams. Cooperative learning both increases students' motivation and engages students in cognitive activities known to contribute to reading comprehension, such as elaboration, summarization, and rephrasing (see Slavin 1990).

In addition to these story-related activities, teachers provide direct instruction in reading comprehension skills, and students practice these skills in their teams. Classroom libraries of trade books at students' reading levels are provided for each teacher, and students read books of their choice for homework for 20 minutes each night. Home readings are shared via presentations, summaries, puppet shows, and other formats twice a week during "book club" sessions. Research on CIRC has found it to significantly increase students' reading comprehension and language skills (Stevens et al. 1987).

Beginning in the second semester of program implementation, Success for All schools use a writing/language arts program based primarily on cooperative learning principles (see Slavin, Madden, and Stevens 1989/90). The reading program and writing/language arts program are described in more detail in Chapter 2.

Eight-Week Reading Assessments —

At eight-week intervals, reading teachers assess student progress through the reading program. The results of the assessments are used to determine who will receive tutoring, to change students' reading groups, to suggest other adaptations in students' programs, and to identify students who need other types of assistance, such as family interventions or screening for vision and hearing problems. This process is described further in Chapter 2.

Preschool and Kindergarten —

Most Success for All schools provide a half-day preschool and/or a full-day kindergarten for eligible students. The preschool and kindergarten programs focus on providing a balanced and developmentally appropriate learning experience for young children. The curriculum emphasizes the development and use of language. It provides a balance of academic readiness and non-academic music, art, and movement activities in a series of thematic units. Readiness activities include use of the Peabody Language Development Kits and Story Telling and Retelling (STaR), in which students retell stories read by the teachers (Karweit and Coleman 1991). Prereading activities begin during the second semester of kindergarten. Preschool and kindergarten programs are described further in Chapter 4.

Family Support Team —

One of the basic tenets of the Success for All philosophy is that parents are an essential part of the formula for success. A family support team works in each school to make families feel comfortable in the school and to help them become active supporters of their child's education. In the high-resource schools, social workers, attendance monitors, and other staff are added to the school's usual staff. In moderate- and low-resource schools, the family support team consists of the Chapter 1 parent liaison, vice-principal (if any), counselor (if any), facilitator, and any other appropriate staff already present in the school.

The family support team contacts parents whose children are frequently absent to see what resources can be provided to assist the family in getting their child to school. Parenting education is provided for interested families. Family support staff, teachers, and parents work together to solve school behavior problems. Families of students who are not receiving adequate sleep or nutrition, need glasses, are not attending school regularly, or are exhibiting serious behavior problems receive family support assistance.

The family support team is strongly integrated into the academic program of the school. It receives referrals from teachers and tutors regarding children who are not making adequate academic progress, and it thereby constitutes an additional stage of intervention for students in need above and beyond the assistance provided by the classroom teacher or tutor. The family support team also encourages and trains the parents to fulfill numerous volunteer roles within the school, ranging from providing a listening ear to emerging readers to helping in the school cafeteria. Family support and integrated services are described further in Chapter 5.

Program Facilitator —

A full-time program facilitator works at each school to oversee (with the principal) the operation of the Success for All model. The facilitator helps plan the Success for All program, helps the principal with scheduling, and visits classes and tutoring sessions frequently to help teachers and tutors with individual problems. He or she works directly with the teachers on implementation of the curriculum, classroom management, and other issues, helps teachers and tutors deal with any behavior problems or other special problems, and coordinates the activities of the family support team with those of the instructional staff. The role of the facilitator is described further in Chapter 6.

Teachers and Teacher Training —

The teachers and tutors are regular certified teachers. They receive detailed teacher's manuals and three days of inservice at the start of the school year. For teachers of grades one through three and for reading tutors, these training sessions focus on implementing the reading program, and their teachers' manuals cover general teaching strategies as well as specific lessons. Tutors receive two additional days of training on tutoring strategies and assessment. Preschool and kindergarten teachers and aides are trained in use of the STaR and Peabody programs, thematic units, and other aspects of the preschool and kindergarten models.

Throughout the year, additional inservice presentations are made by the facilitators and other project staff on such topics as classroom management, instructional pace, and cooperative learning. Facilitators also organize many informal sessions to allow teachers to share problems and problem solutions, suggest changes, and discuss individual children. The staff development model used in Success for All emphasizes relatively brief initial training with extensive classroom followup, coaching, and group discussion. Training and monitoring procedures are described further in Chapter 6.

Advisory Committee —

An advisory committee composed of the building principal, program facilitator, teacher representatives, and family support staff meets regularly to review the progress of the program and to identify and solve any problems that arise. See Chapter 6 for more on this.

Special Education —

Every effort is made to deal with students' learning problems within the context of the regular classroom, as supplemented by tutors. Tutors evaluate students' strengths and weaknesses and develop strategies to teach in the most effective way. In some schools, special education teachers work as tutors and reading teachers with students identified as learning disabled as well as other students experiencing learning problems. One major goal of Success for All is to keep students with learning problems out of special education if at all possible, and to serve any students who do qualify for special education in a way that does not disrupt their regular classroom experience (see Slavin et al. 1991). Implications of Success for All for special education are described in Chapter 8.

Relentlessness —

While the particular elements of Success for All may vary from school to school, there is one feature we try to make consistent in all: a relentless focus on the success of every child. It would be entirely possible to have tutoring and curriculum change and family support and other services, yet still not ensure the success of at-risk children. Success does not come from piling on additional services but from coordinating human resources around a well-defined goal, constantly assessing progress toward that goal, and never giving up until success is achieved.

Example:
How Success for All Works

As an example of how the elements of Success for All work together to attempt to ensure the success of every child, consider the case of a child we will call Tavon (adapted from Madden et al. 1991). Tavon lives in a Baltimore housing project and attends a Success for All school serving the highest-poverty community in the district. He had completed kindergarten the year before

Success for All began at his school. According to his teachers' reports, Tavon was already headed for serious trouble. He was angry and aggressive, dealing with both teachers and other students as if they were out to get him. Tavon had to be removed from class frequently because of his disruptive behavior. He had little energy to put into learning when he was in school, and he was not in school very consistently. Even when he did come to school, he usually arrived late, closer to 10:30 than 8:30.

Tavon was born when his mother was a young teenager. His mother felt helpless. She wanted her son to be successful but had few resources to help him, being hardly more than a child herself. The mother's response to the school was just like her son's. The only way she knew how to react to Tavon's problems in school was to become angry and aggressive. In the first weeks of first grade, when the school contacted her about problems that Tavon was having, her response was to stomp into school, cursing and threatening to take him out of the school since it couldn't deal with him.

Coordinated efforts by teachers, the facilitator, family support team members, and the family worked to turn things around for Tavon. After the social worker made the mother feel welcome, she was able to encourage her to participate in parenting classes held at the school. Tavon's mother became more confident in her ability to handle her son. With assistance from the attendance monitor, Tavon's attendance started to improve. At first, the school called Tavon's mother every morning to get her started early enough to get her son to school. For a while, the attendance monitor met the mother halfway to school. Everyone made a concerted effort to make Tavon's mother feel welcome at the school, helping her to feel better about herself.

Even though his behavior improved, Tavon still had very serious academic problems; on all tests given at the beginning of first grade, he showed no evidence of having any pre-reading skills. Tavon was given an instructional program in which he could be successful and was given one-to-one tutoring, which not only provided the academic support that he needed but also gave him emotional support. His tutor was a special person with whom he could share his struggles and successes.

The story is a successful one. As Tavon's mother began to work cooperatively with the school, Tavon's attitude toward school improved. He still has a strong temper, but he is learning how to deal with angry feelings in a constructive way. Tavon is in school on time every day. Learning still does not come easily for him, but he knows that if he works hard, he can learn, and he is proud of the steady progress he is making.

Tavon's experience, which is like that of many students in Success for All, shows the importance of a relentless, coordinated approach to meeting all students' individual needs. The number of person-hours invested in a child like Tavon is staggering; most at-risk students require much less. Yet the school must have the capacity and the mission to provide what every child needs if it is to have any chance of preventing early failure for every student.

Chapter 2

Reading and Writing/Language Arts Programs in Success for All

While Success for All ultimately incorporates reform in most of the elementary school curriculum and instruction, the heart of the instructional program is reading. The reason for this is obvious: in the early grades, success in school is virtually synonymous with success in reading. Few if any students in grades one through three are retained in grade or assigned to special education solely on the basis of deficits in math performance, for example. A child who can read is not guaranteed to succeed in elementary school, but a child who cannot read is guaranteed to fail.

The amount of reading failure in the early grades in schools serving disadvantaged students is shocking. In Success for All studies, we have consistently found that at the end of first grade about a quarter of students in our control schools cannot read and comprehend this passage:

> I have a little black dog. He has a pink nose. He has a little tail. He can jump and run (Durrell and Catterson 1980).

On the National Assessment of Educational Progress, only 39 percent of African American nine year olds could read at the "basic" level, compared to 68 percent of white nine year olds (Mullis and Jenkins 1990). In many urban districts, retention rates for first graders have topped 20 percent in recent years. What these statistics mean is that despite some improvements over the past 20 years, the reading performance of disadvantaged and minority children is still seriously lacking, and the deficits begin early. The consequences of early reading failure are severe. A child who is not reading adequately by the end of third grade is headed for serious trouble.

The philosophy that guides the reading curriculum in Success for All emphasizes the need for reading instruction to work for *all* students. We recognize that different children learn to read in different ways, so our approach emphasizes teaching reading many different ways at the same time. For example, each beginning reading lesson has students reading silently and aloud, singing, tracing letters with their fingers, making discriminations, discussing stories, making predictions, using context clues, and engaging in many other activities. Teaching the same concepts and skills in many different ways both provides reinforcement and allows the curriculum to correspond to the learning strengths of every child.

Grouping

Homeroom classes in Success for All are fully heterogeneous. However, in order to have enough instructional time to be able to teach reading in many different ways, students are regrouped for reading across grades according to reading level, so that all reading classes contain just one level. For example, a 2-1 reading class might contain first, second, and third graders all reading at the same level. During reading time (usually 90 minutes per day), Success for All schools make additional teachers available to teach reading by assigning tutors and, in some schools, special education or ESL teachers to teach a reading class. This means that reading classes are smaller than homeroom classes.

There are many reasons for cross-class and cross-grade grouping for reading in Success for All. First, having all students at one reading level avoids any need for the use of reading groups *within* the class. The problem with reading groups is that when the teacher is working with one group, the other groups are doing seat work or other independent tasks of little instructional value. To have a full 90 minutes of direct, active instruction by the teacher, it is essential to have only one reading group. Research on cross-grade grouping for reading, often called the Joplin Plan, has shown that this method increases student achievement (Slavin 1987).

In addition, cross-class and cross-grade grouping allows the use of tutors and other certified staff as reading teachers. This has many benefits. First, it reduces class size for reading, which has small but consistent benefits for achievement in the early grades (Slavin in press). Perhaps of equal importance, it gives tutors and other supplementary teachers experience with the reading program, so that they know what their students are experiencing. When a student is struggling with Lesson 37, the tutor knows what Lesson 37 is, because he or she has taught it.

Eight-Week Assessments

A critical feature of reading instruction in Success for All is assessment of student progress every eight weeks. These assessments are closely linked to the curriculum. In the early grades they may include some written and some oral assessments; in the later grades they often use "magazine tests" or other assessments provided with basal series (if the district uses basals). Eight-week assessments usually include measurement of skills above students' current level of performance, to facilitate decisions to accelerate students to a higher reading group.

Eight-week assessments are used for three essential purposes. One is to adjust students' reading groupings — to identify students capable of being accelerated. A second is to decide which students are in the greatest need of tutoring and which students no longer need tutoring (see Chapter 3). Finally, the eight-week assessments provide an internal check on the progress of every child. They can indicate to school staff that a given student is not making adequate progress, and lead them to try other strategies.

The eight-week assessments are given and scored by reading teachers but are collated and interpreted by the facilitator, who uses them to review the progress of all children and to suggest changes in grouping, tutoring assignments, or other approaches to the reading teachers. See Chapter 6 for more on this.

Reading Approaches

The Success for All pre-reading curriculum starts in preschool or kindergarten, and is based on Story Telling and Retelling (STaR), thematic units, and the Peabody Language Development Kit. These prekindergarten and kindergarten programs are described in detail in Chapter 4. Following these pre-reading activities, the Success for All reading approach is divided into two programs.

Beginning Reading (Madden and Livermon 1990) is usually introduced either in the middle of kindergarten or the beginning of first grade, depending on the district's goals for kindergarten. It replaces the usual basals and workbooks with a completely different set of materials. Beginning Reading continues through what would usually be thought of as the primer level, and is usually completed in early spring of first grade.

Starting at the first reader level, students go on to what we call *Beyond the Basics,* which continues through the fifth or sixth grade. Beyond the Basics uses the district's usual basals, anthologies, and/or novels. However, it uses basals and other readings in a very different way than is typical of traditional reading instruction, and it replaces workbooks and other supplementary materials (Madden et al. 1989).

Beginning Reading and Beyond the Basics are described in the following sections.

Beginning Reading —

The Beginning Reading program used in Success for All is based on research that points to the need to have students learn to read in meaningful contexts and at the same time to have a systematic presentation of word attack skills (see Adams 1990). Three basic components — reading of children's literature by the teacher, "shared story" beginning reading lessons, and systematic language development — combine to address the learning needs of first graders in a variety of ways.

A major principle of Beginning Reading is that students need to learn comprehension strategies at their level of receptive language, not only their reading level. What this means is that the teacher reads children's literature to students and engages students in discussions, retelling of the stories, and writing. The idea is to build reading comprehension skill with material more difficult than that which students could read on their own. This process begins in preschool and kindergarten with the Story Telling and Retelling (STaR) program, which continues through part of the first grade.

The "shared story" beginning reading lessons emphasize immediate application of skills to real reading. For example, by the fifth lesson (usually a lesson takes about two class periods), when students have learned only three letter sounds, they read an entire book. This book is part of a series of "shared stories," which contain some material written in small type to be read by the teacher and other material in large type to be read by students. The adult text adds background and richness to the story that would not be possible with the limited vocabulary of an early reader. In addition, pictures are used to represent certain words so that students can read interesting stories long before they even know the entire alphabet. An example of the teacher's guide to a shared story lesson is shown in the Program Illustration section — see Illustration A on page 92. This lesson (from Madden and Livermon 1990) would ordinarily be taught in November or December of first grade.

While the stories are designed to be meaningful and interesting, the students' portions of the shared stories use a phonetically regular vocabulary, so that the skills students are learning will work in cracking the reading code. At Lesson 56, students begin to use the Walker Learn to Read Series, an engaging set of stories that uses some phonetically controlled vocabulary. Of course, students learn many sight words along the way, but the intention of Beginning Reading is to empower students by giving them decoding strategies that will work and then to give them interesting, worthwhile material that they can successfully read using their new skills.

Another key objective of Beginning Reading is to build students' receptive and expressive language skills. We use the Peabody Language Development kits for this purpose beginning in preschool and kindergarten, and continue with these materials through the end of Beginning Reading.

Beginning Reading makes extensive use of partner learning. Students take turns reading to each other and helping each other with difficult words, and they help each other with "share sheets" reinforcing skills the teacher has taught. The partner reading activity replaces the "round robin reading," or ordered reading turns, typical of traditional reading groups. While students read to each other, the teacher circulates among the students to listen in on them, and occasionally asks a student to read to him or her. This gives students substantial practice in oral reading and re-reading without creating the situation typical of the traditional reading group in which one student reads aloud while eight or more students supposedly listen. When a pair of students feels that both partners have mastered the story, they read it to the class in a "reading celebration" followed by comments and applause.

Beginning Reading lessons emphasize a rapid pace of instruction, a variety of activities, and many opportunities for students to actively participate. Each day following STaR or Listening Comprehension, the shared story lesson begins with re-reading a familiar shared story in a group or partners and a quick writing review of some of the words and sounds from that story. Then, students sing an alphabet song to coax "Alphie" (a puppet) to come out of his box. Alphie brings the students the letter of the day, including a silly tongue twister. For example, Alphie might say:

> A lot of words start with the sound /s/. Listen to this: 'Sam said he was sorry he put salt in Sally's sandwich.'

The teacher then works with the tongue twister to emphasize the /s/ sound. Alphie shows the students objects and pictures that do or do not start with the sound, and students use whole-class responding (choral responses, pointing, or signing) to discriminate between them. Students learn the shapes of letters by tracing them in the air and on each others' backs, and by learning a little couplet:

> Curve left, curve right, around and stop. The sound for s is /s/.

The lesson goes on to help students identify letter sounds within words, to come up with words of their own using the sound, to match the written letter with pictures, to use sound blending skills to stretch and then compress words, to spell words from their sounds, and so on. The idea here is to teach the same discriminations many ways, to involve many sensory modalities, and to maintain students' active engagement, enthusiasm, and interest. The words and sounds practiced are immediately used in a new shared story that is read and discussed and then read again for fluency. Beginning Reading is fast-moving, exciting, and a lot of fun!

Beyond the Basics —

Beyond the Basics (Madden et al. 1989) is the reading approach used in Success for All from the first reader level (usually spring of first grade) to the end of elementary school. It is an adaptation of Cooperative Integrated Reading and Composition (CIRC), a cooperative learning program that encompasses both reading and writing/ language arts. Studies of CIRC have shown it to be effective in increasing students' reading, writing, and language achievement (Stevens et al. 1989).

The curricular focus of Beyond the Basics is primarily on building comprehension, thinking skills, fluency, and pleasure in reading. Beyond the Basics assumes that students coming out of Beginning Reading have solid word attack skills, but need to build on this foundation to learn to understand and enjoy increasingly complex material.

As in Beginning Reading, students in Beyond the Basics are regrouped for reading across grade lines, so a 3-1 reading class could be composed of second, third, and fourth graders. In addition, students are assigned to four- or five-member learning teams that are heterogeneous in performance level, sex, and age. These teams choose team names and sit together at most times. The teams have a responsibility to see that all team members are learning the material being taught in class. Each week, students take a set of quizzes. These contribute to a team score, and the teams can earn certificates and other recognition based on the team's average quiz scores. Students also contribute points to their teams by completing book reports and writing assignments, and by returning completed parent forms indicating that they have been reading at home each evening.

The main activities of Beyond the Basics are described in the following sections (adapted from Slavin, Madden, and Stevens 1989/90).

Basal-related activities. Students use their regular basal readers, novels, anthologies, or whatever materials are available in the school. Stories are introduced and discussed by teachers. During these lessons, teachers set a purpose for reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it, and so on. Presentation methods for each segment of the lesson are structured. For example, teachers use a vocabulary presentation procedure that requires a demonstration of understanding of word meaning by each individual, a review of methods of word attack, repetitive oral reading of vocabulary to achieve automaticity, and use of the meanings of the vocabulary words to help introduce the content of the story. Story discussions are structured to emphasize such skills as making and supporting predictions about the story and understanding major structural components of the story.

After stories are introduced, students are given a series of activities to do in their teams when they are not working with the teacher in a reading group. The sequence of activities is as follows:

- *Partner Reading.* Students read the story silently first, and then take turns reading the story aloud with their partners, alternating readers after each paragraph. As their partner reads, the listener follows along and corrects any errors the reader makes.
- *Story Structure and Story-Related Writing.* Students are given questions related to each narrative story emphasizing the story structure (characters, setting, problem, and solution). Halfway through the story, they are instructed to stop reading and to identify the characters, the setting, and the problem in the story, and to predict how the problem will be resolved. At the end of the story, students respond to the story as a whole and write a few paragraphs on a topic related to the story (for example, they might be asked to write a different ending to the story).

- *Words Out Loud.* Students are given a list of new or difficult words used in the story, which they must be able to read correctly in any order without hesitating or stumbling. These words are presented by the teacher in the reading group, and then students practice their lists with their partners or other teammates until they can read them smoothly.
- *Word Meaning.* Students are given a list of story words that are new in their speaking vocabularies and asked to write a sentence for each that shows the meaning of the word ("An *octopus* grabbed the swimmer with its eight long legs," not "I have an *octopus*.") At higher grade levels, students are asked to look some of the words up in the dictionary and paraphrase the definition.
- *Story Retell.* After reading the story and discussing it in their reading groups, students summarize the main points of the story to their partners. The partners have a list of essential story elements that they use to check the completeness of the story summaries.
- *Spelling.* Students pretest one another on a list of spelling words each week, and then work over the course of the week to help one another master the list. Students use a "disappearing list" strategy in which they make new lists of missed words after each assessment until the list disappears and they can go back to the full list, repeating the process as many times as necessary.
- *Partner Checking.* After students complete each of the activities listed above, their partners initial a student assignment record form indicating that they have completed and/or achieved criterion on that task. Students are given daily expectations as to the number of activities to be completed, but they can go at their own rate and complete the activities earlier if they wish, creating additional time for independent reading.
- *Tests.* At the end of three class periods, students are given a comprehension test on the story, are asked to write meaningful sentences for certain vocabulary words, and are asked to read the word list aloud to the teacher. Students are not permitted to help one another on these tests. The test scores and evaluations of the story-related writing are major components of student's weekly team scores.

Direct instruction in reading comprehension. Students receive direct instruction from the teacher in reading comprehension skills such as identifying main ideas, drawing conclusions, and comparing and contrasting ideas. A special curriculum was designed for this purpose. After each lesson, students work on reading comprehension worksheets and/or games as a whole team, first gaining consensus on one set of worksheet items, then practicing independently, assessing one another's work, and discussing any remaining problems on a second set of items.

Independent reading. Every evening, students are asked to read a trade book of their choice for at least 20 minutes. In most schools, classroom libraries of paperback books are established for this purpose. Parents initial forms indicating that students have read for the required time, and students contribute points to their teams if they submit a completed form each week. In a twice-weekly "book club," students discuss the books they have been reading and present more formal book reports, trying to entice others to take home the same book. Independent reading and book reports replace all other homework in reading and language arts. If students complete their basal-related activities or other activities early, they may also read their independent reading books in class.

Listening comprehension. Each day, the teacher presents a lesson focusing on comprehension of stories at students' interest level but above their current reading level. This lesson uses readings from children's literature to teach such skills as visualization of story characters and settings, identification of problems and attempts to solve problems, story mapping, and sequence of events in narratives.

Writing and Language Arts

Writing and language arts are critical elements of the Success for All program. However, a formal writing/language arts instructional program is not usually introduced until most teachers are comfortable with the reading program. In practice, this usually means that the writing/ language arts program is introduced in the spring of the first implementation year or in the fall of the second year.

Writing/language arts instruction in Success for All is provided to students in their heterogeneous homerooms, not in their reading groups. The basic philosophy behind the writing/language arts programs is that writing should be given the main emphasis and that language arts, especially mechanics and usage, should be taught in the context of writing, not as a separate topic.

There are two levels in the Success for All writing and language arts approach. Both are based on the writing process approach, which emphasizes writing for a real audience, writing for revision, and gradually building spelling and mechanics in the context of writing (Graves 1983; Calkins 1983). Writing From the Heart, used in grades one and two, uses an informal version of writing process, while CIRC Writing, used in grades three through six, uses a more formal writing process model with regular four-member peer response groups and students working compositions through from plan to draft to revision to editing to publication. These programs are described below.

Writing from the Heart —

Most young children, given the undivided attention of an audience, will talk endlessly about their experiences. Young authors rarely have a problem of too little to say; their problem is overcoming the barriers they perceive to putting their ideas down on paper.

The goal of Writing from the Heart (Madden, Wasik, and Petza 1989), the writing/ language arts program used in grades one and two in Success for All, is to tap students' innate desire, energy, and enthusiasm for communication and to move them to the next step of sharing their ideas with others through writing. When writing is seen as mastery of spelling and mechanics, it is a formidable task. Students will ultimately need to master these skills, but first they need to develop pleasure and fluency in putting their thoughts on paper. Most importantly, students need to see writing as a personal expression, not an ordinary school task. They must put their hearts into their writing, not just their minds.

Writing from the Heart is a writing process model, which means that students write for a real audience and learn to revise their writing until it is ready for "publication." Students do not work in formal writing teams (that will come in third grade), but they do work informally with partners while they are writing.

The main elements of Writing from the Heart are as follows:

- *Modeling and Motivating Writing.* At the beginning of each lesson, the teacher provides a model or motivator for writing. For example, the teacher may read a story that is like what students will be writing, or may ask students to describe experiences that relate to a particular kind of writing. The teacher may introduce formats to help students plan their writing. For example, in writing about "myself," students are given a set of questions to answer, which they then use to create a story.
- *Writing a "Sloppy Copy."* Students are encouraged to write a "sloppy copy," a first draft of their composition. They are taught to use "sound spelling" (invented spelling) if they cannot spell a word. For example, "dinasr" is a way a student might write *dinosaur*.
- *Partner Sharing.* At several points in the writing process students share their writing with partners and receive feedback and ideas from them.
- *Revision.* Beginning after several weeks of the program, students learn to revise their compositions using feedback from partners and from the teacher. Specific revision skills are taught and modeled in the lessons.
- *Editing.* In preparation for publication, the teacher helps each child prepare a perfect draft of his or her composition, complete with pictures.
- *Publication.* Final drafts of students' writings are "published" in a class book, read to the class, and recognized in as many ways as the teacher can think of.
- *Sharing and Celebration.* At many points in the writing process students have opportunities to share their writing with the class. The teacher sets up a special "author's chair" from which the "authors" present their latest works. Authors are taught to ask three questions of their audience:
  - — What did you hear? Can you tell me about my story?
  - — What did you like about my story?
  - — What else would you like to know about my story?

  The teacher models use of the author's chair by presenting his or her own writing, and also models audience participation by answering the author's questions.

Writing from the Heart shows students that they are authors and have something to say; teaches them that writing is a process of thinking, drafting, revising, and polishing ideas; and lets them know that writing is fun. They are then ready to learn more about the craft of writing with more formal instruction in style, mechanics, and usage.

CIRC Writing/Language Arts —

The writing/language arts program used in the upper elementary grades is one developed earlier as part of Cooperative Integrated Reading and Composition (CIRC) for grades three and up (Madden et al. 1990). In this program, students are assigned to four- or five-member heterogeneous writing teams. CIRC Writing/Language Arts has two major instructional formats. About three days each week are used for writing process activities, and two for language arts instruction.

Writing process activities. Each writing process day begins with a brief lesson on a writing concept. For example, the first lesson is on "mind movies," visualization of events in a narrative to see where additional detail or description is needed. Other lessons include organizing imaginative narratives, using observation to add life to descriptions, writing personal narratives, using persuasive arguments, exploring explanatory writing, and so on. The writing concept lessons are meant to spark ideas and help students expand on their writing and evaluate their own and others' compositions.

Most of the writing/language arts period is spent with students writing their own compositions while the teacher circulates among the teams and confers with individual students. Students draft many compositions and then choose a smaller number they would like to carry through all the steps to publication. The steps are as follows:

1. *Prewriting*. Students discuss with their teammates a topic they would like to address and an audience for their writing. They then draft a plan, using a "skeleton planning form," an "idea net," or other forms to organize their thinking.
2. *Drafting*. After the student prepares a plan in consultation with teammates, he or she writes a first draft, focusing on getting ideas on paper rather than spelling and mechanics, which will come later.
3. *Revision*. Students read their drafts to their teammates. The teammates are taught to rephrase the main idea of the story in their own words, to mention two things they liked about the story, and to note two things they'd like to hear more about. The teacher may also confer with students at the revision stage to applaud students' ideas and to suggest additions and changes.
4. *Editing*. Once the author is satisfied with the content of the writing, he or she is ready to correct the mechanics, usage, and spelling. Students work with a partner to go through an editing checklist. The checklist starts with a small number of goals (such as correct capitalization and end punctuation), but then adds goals as students complete language arts lessons. For example, after a lesson on subject-verb agreement or run-on sentences, these may be added to the checklist. First the author checks the composition against the checklist, then a teammate does so, and finally the teacher checks it.
5. *Publication*. Publication involves the creation of the final draft and celebration of the author's writing. Students carefully rewrite their work, incorporating all final corrections made by the teacher. They then present their compositions to the class from a fancy "author's chair," and may then contribute their writing to a team book or a team section of a class book. These books are proudly displayed in the class or library. In addition, students may be asked to read their compositions to other classes, or to otherwise celebrate and disseminate their masterpieces!

Language arts instruction. About two days each week, the teacher teaches structured lessons on language mechanics skills. These are presented as skills for revision and editing, because their purpose is to directly support students' writing. The teacher determines the order of lessons according to problems students are experiencing and skills they will need for upcoming writing. For example, the teacher may notice that many students are having problems with complete sentences, or may anticipate that since students are about to write dialogue they may need to learn how to use quotation marks.

Students work in their four-member writing teams to help one another master the skills taught by the teacher. The students work on examples, compare answers with each other, resolve discrepancies, explain ideas to each other, and so on. Ultimately students are quizzed on the skill, and the teams can earn certificates or other recognition based on the average performance of all team members. As noted earlier, immediately after a revision and editing skills lesson the new skill is added to the editing checklist, so language arts skills are immediately put into practice in students' writing.

Chapter 3
Tutoring Programs

Tutoring is the most important means by which Success for All ensures that all students will succeed in reading. It is the most expensive element of the program, but also probably one of the most cost-effective, since tutoring, more than any other Success for All feature, enables the school to reduce retentions and special education placements.

Tutors in Success for All are *certified teachers,* often with a background in reading or early childhood education. In many schools moving away from traditional Chapter 1 pullout models, tutors were once the Chapter 1 teachers. Some tutors are special education teachers; these primarily tutor special education students or students at risk for special education placement.

Tutors have a dual role. During reading periods (usually 90 minutes a day), they teach a reading class, both to reduce class sizes for reading and to give the tutors a thorough familiarity with the regular reading program. The rest of the day, tutors work one-on-one with children who are having the most difficulty learning to read.

Decisions about which students need tutoring are made based on students' eight-week assessments (see Chapter 2), plus teacher recommendations. First graders receive priority for tutoring, although second and third graders can be tutored if enough tutoring services are available. A number of first-, second-, and third-grade tutoring "slots" are set aside based on the number of tutors available and scheduling constraints, and then the lowest-achieving students at each grade level are assigned a tutor. Students leave tutoring when their performance no longer places them among the lowest achievers in their grade. The average student who receives any tutoring will meet with a tutor every day for a semester (18 weeks), but individual first graders have stayed in tutoring for as long as one and a half-years, into mid-second grade.

Tutors meet individually with each child for 20 minutes a day. The school's schedule is set up so that tutors can work all day without ever taking students from reading, language arts, or math periods. Many schools reorganize their days to add 20 minutes each day to social studies, so that students who need tutoring are taken from this class. In this arrangement, social studies periods are placed at different times for different classes and grades. Some schools have special resource periods or find other ways to schedule tutoring with minimum impact on students' other subjects.

Basic Principles of Tutoring in Success for All

The tutoring program in Success for All is based on a set of fundamental principles. These are as follows (adapted from Wasik and Madden 1991).

Tutoring is one-to-one —

One-to-one tutoring is the most effective form of instruction, especially for students with reading problems (Wasik and Slavin 1990; Slavin in press). One reason for the effectiveness of one-to-one tutoring is that it allows tutors to respond to the individual student's needs. Tutors can make individual learning plans that fit the student's needs and can spend as much time as needed to teach a particular sound-blending or comprehension strategy.

Also, in one-to-one tutoring, students receive constant, immediate feedback. If a student makes an error when reading, immediate corrective feedback can be provided along with the instruction needed to prevent further errors. This prompt assessment and feedback is not possible when working with an entire class, or even a small group.

Because tutors spend intensive instruction time with each student, they learn about the student's strengths and weaknesses and which approaches work best with each. Tutors capitalize on this knowledge and use it in presenting material in ways that will best help students learn and remember the information.

One-to-one tutoring increases the opportunity for reading. When it is just one tutor and one student, the student can read and re-read until he or she has mastered words, has comprehended the story, and can read fluently. These opportunities are extremely limited for poor readers during group instruction.

Tutoring supports classroom instruction —

Tutoring is closely coordinated with classroom instruction. The tutor works to support student success on the material that is presented in class, rather than teaching a separate program. For example, if the consonant /n/ is being taught in the student's reading class, then the tutor works on words and stories using this sound during tutoring. This helps students keep up with class instruction and helps accelerate their learning. The repeated practice with and exposure to the material presented in the classroom helps students solidify their reading knowledge.

Students learn to read by reading —

Reading is a complex process that involves decoding of words, tracking of words across the page, and constructing meaning from individual words as well as sentences and paragraphs. Success in reading requires the coordination of these complex activities. Therefore, teaching each of these activities in isolation will not teach a student to read and comprehend text. Reading connected text helps develop decoding skills, helps with fluency, and facilitates reading comprehension. Tutoring provides an opportunity for students to read and get on-line feedback on their reading.

Communication between tutors and classroom reading teachers is essential—

Tutors must communicate with the reading teacher of the students they are tutoring. It is essential that the tutors know how the students they are tutoring are performing in the classroom. They need to adapt their tutoring plan to the specific areas in which the student is having problems. The tutors also need to inform the classroom teacher of the student's progress and other specific information that helps the teacher work better with the student.

The Tutoring Process

Tutoring Goals —

The primary focus of tutoring is to help the student learn to create meaning from the printed word. The tutor reinforces the beginning reading lessons covered in the reading classroom, providing students with a number of strategies to figure out unknown words and to understand the meaning of sentences and paragraphs. These strategies include:

- mastering letter/sound relationships and using phonics to sound out unknown words;
- using pictures and context to figure out unknown words;
- using pictures and context to add meaningful information about what is happening in the story to promote comprehension;
- using comprehension monitoring strategies to improve comprehension.

Diagnostic Assessment —

Before the tutor begins working with a student, the tutor administers the diagnostic assessment checklist (see Illustration B, page 105). The assessment checklist helps tutors determine the specific problems and strengths of a student and tailor the tutoring session to meet the needs of the student. The tutor can determine whether the student is having problems sounding out words, recognizing certain letters, or understanding connected text, or has more basic problems with concepts about print.

Activities for Tutoring —

Illustration C (page 108) gives two examples of tutoring sessions: one for a first grader who is just starting the Beginning Reading Program, and one for a second grader who is reading at the first reader level. These dialogues illustrate the elements of Success for All tutoring described below.

Activities that are typically included in a 20-minute tutoring session include: 1) re-reading familiar stories; 2) reading current stories; 3) quick reviews of letter/sounds, phonetic words, sight words, and sound blending; and 4) writing. An explanation of these activities follows.

Re-reading familiar stories. Familiar stories are those that the student has read several times in class or in tutoring and has mastered fairly well. Re-reading familiar stories helps the student develop rapid word recognition, expression in oral reading, and comprehension skills. When reading a story for the first time, a student will focus mainly on the individual words. In doing this, considerable effort is put into sounding the words out, so the student does not attend as well to the meaning of the individual words and sentences. When a student reads a story a second or third time, he or she has practiced pronouncing the words and can direct his or her attention to understanding the story.

The tutor plays an important role in this activity, asking the student questions about what he or she has read, teaching understanding of the message communicated in the story, and teaching metacognitive strategies to facilitate finding the story's meaning.

First, the tutor models self-monitoring strategies. After the student has read a section of a story, the tutor may ask, "Does what you have just read make sense to you; do you understand what happened in the story?" The student is asked to summarize in his or her own words what he or she just read.

The idea is to get students into a routine of asking themselves comprehension check questions. After the student reads a section of the text, the tutor continues to ask, "Did that make sense to you?" The student gets to the point where he or she knows what question to ask. As the student reads a section of the text, the tutor may ask, "What question do you ask yourself?" and the student will respond, "Did what I read make sense, did I understand what I read?" Early on, the tutor asks comprehension check questions very frequently, even after the student has read only one or two sentences. As the student progresses, these questions are asked only after key paragraphs or at critical points in the story.

As the student learns to ask general comprehension check questions, the tutor may teach him or her to ask more specific questions to check comprehension. These questions can be either explicit or inferential comprehension questions. Some explicit questions are: "What did you just find out from that sentence or paragraph?" "What is happening right now in the story?" "Can you tell me what has happened so far in the story?" Inferential questions are asked about information that is important in understanding the story but is not explicitly stated: "How are the characters in the story feeling?" "Why do you think the main character did what he did?" These questions help the student assess understanding of what he or she has read.

If the student cannot answer the comprehension check questions correctly, or does not provide information to show that he or she understands the reading, the tutor demonstrates how to find the answer. The tutor may begin by instructing the student to orally re-read the section that he or she has just read, explaining that re-reading the story will improve understanding so the student will be able to tell if what he or she read makes sense.

After the student has re-read the section of a story, the tutor may again ask the comprehension check question, "Does what you have read make sense?" If the student is still unable to answer the question, he or she may assess other obstacles that might be interfering with comprehension, such as inadequate vocabulary knowledge, word recognition skills, or insufficient background knowledge, and may help the student with any of these.

Reading new stories. After reading a familiar story, the student usually works on stories containing words with sounds that have been presented in class but that have not yet been mastered. These stories can be the ones that the student is working on in class and/or stories that the tutor makes up, containing similar sounds. When learning new letter sounds, the student needs repeated practice with words that contain these sounds in the context of a story. The repeated practice and exposure to the sounds in different words help the student learn and recall the letter sounds. Also, presenting words in the context of a story helps the student attach meaning to these words while using letter/sound correspondences. Meaningful material is learned more quickly than isolated material.

Listening to the student's oral reading allows the tutor to understand precisely where the student needs instruction. When the student is orally reading a real story, the tutor is able to model repeatedly how to solve the problem of an unknown word by blending sounds, as well as by using context and pictures.

Automaticity. The student needs to get to the point where knowledge of the letter sounds is automatic, so that the student's attention can be free to focus on comprehension. Repeated practice of the letter sounds or phonetically regular words during a quick review helps the student learn these sounds. When the student can automatically say letter sounds, this facilitates his or her ability to sound out words and makes reading more automatic. Important sight words are also briefly reviewed.

Writing. Reading and writing are closely connected. Having the student write a paragraph and read it promotes understanding of the relationship between the written word and reading. When writing, the student has the opportunity to practice making words with sounds, which helps the student gain fluency with letter sounds in a meaningful context. Also, being able to put the spoken word into writing teaches the student how to manipulate language. Connecting writing activities with reading builds comprehension skills.

Chapter 4
Prekindergarten and Kindergarten Programs

One of the key emphases of Success for All is *prevention*, trying to ensure that students succeed in school the first time they are taught so that they will never need remediation. Learning problems are prevented in Success for All in many ways, including providing high-quality curricula and instruction and involving parents in their children's educations. Some of the most important program elements directed at preventing learning problems are those provided before students enter first grade, in prekindergarten and kindergarten.

One of the goals of Success for All is to see that all children go to prekindergarten and, if possible, full-day kindergarten. Research on pre-K has shown that for disadvantaged students, prekindergarten experience reduces the chances that students will be retained or assigned to special education in the early grades, and there is some evidence of long-term effects on high school completion and other important outcomes (Berrueta-Clement et al. 1984; Karweit 1989a). Full-day kindergarten has been found to consistently increase end-of-kindergarten achievement more than half-day programs, although long-term outcomes are less well established (Karweit 1989b). However, the philosophy of Success for All is to build success one year at a time. Regardless of long-term outcomes, if pre-K and full-day kindergarten programs can deliver to first grade students who are better prepared to profit from a high-quality first-grade experience, they are well worthwhile. We do not know if there are additive benefits of prekindergarten *and* full-day kindergarten, but we try to ensure that all Success for All children at least experience one or the other.

Prekindergarten and Kindergarten Curricula

Of course, it is not enough to ensure that students spend time in prekindergarten and kindergarten. The pre-K and kindergarten programs must be of high quality and must start students on the road to success. Success for All has developed programs for pre-K and kindergarten that are intended to ensure that all students enter first grade with the self-confidence, positive attitudes toward school, and orientation to reading they will need to succeed in the elementary grades.

The goal of the prekindergarten and kindergarten programs in Success for All is to provide an experiential and child-centered curriculum that will give children a needed foundation for success in the elementary school. The curriculum underscores the importance of a balance between child-initiated and teacher-directed instruction. It uses integrated, thematic units and focuses on the integration of language and communication areas. The curriculum also encourages the acquisition of skills such as using elaborated, descriptive language, recognizing and producing the alphabet, understanding the conventions of print, and understanding the communicative function of language. While the curriculum specifically acknowledges the importance of focusing on the communicative function of language, it does not leave the acquisition of specific skills, such as letter knowledge and production, to chance, but specifically incorporates strategies for teaching these elements.

Children's writing and pre-writing are stressed, not just because of their reading connection, but because of their definition of the "known" of children's lives. That is, the curriculum does not define the "known," but uses children's experience to define it. In this sense, the curriculum can best be characterized as child centered, interactive, and teacher directed. The teacher incorporates children's experience into the classroom's thematic units.

Children's literature and stories are read daily in Success for All prekindergarten and kindergarten classrooms. Children's stories are an important avenue for expanding children's experience and knowledge. On the most basic level, stories provide opportunities for exposure to the communicative function of language and the hands-on experience of seeing how print works. In discussing and retelling stories, children begin to learn that narratives have predictable elements (characters, setting, problems, and solutions), and this knowledge helps with reading comprehension later on. At another level, stories provide models and metaphors for the child's developing communication abilities.

Explicit teaching of letter recognition is a part of the preschool and kindergarten curriculum as well. Starting with the alphabet song, which most children can easily learn or already know, the program proceeds through the alphabet a letter a week. Alphabet Big Books that feature a "letter of the week" are provided. In addition, there is a weekly cycle for letter recognition and review. Teachers are encouraged to give an alphabet recognition test at the beginning of the year and at regular intervals (every eight weeks) to provide an on-going alphabet "census" for their classroom.

The Peabody Language Development Kit is also used in Success for All classrooms, to provide additional models for language use and expression, as well as development of specific vocabulary skills. It contains lessons on such concepts as shapes, colors, classification, neighborhoods, foods, and clothing, and such language concepts as over/under and before/after.

Mathematics activities are incorporated into the thematic units. For example, in the unit about "Special Me," counting activities reveal the number of boys and girls in the classroom, and measuring activities find the height of each child. In addition, suggested lesson guides to accompany the math textbook, *Explorations,* are provided as a part of the Success for All curriculum.

Thematic units cover about two weeks of instruction. The topics that are included in prekindergarten are: My Class/My School, Special Me, My Family/My Home, My Neighborhood, Community Helpers, My Five Senses, Fall, Winter, Spring, Transportation, Tools and Machines, and Black History Month. Kindergarten topics, which fall under a general theme of Our Changing World, include: My Class/My School, Special Me, My Family/My Home, My Neighborhood/Community, My Five Senses, Transportation, Tools and Machines, Black History, Holidays Around the World, Beginnings/Dinosaurs, Native Americans, and Animals. (The first eight units in the kindergarten curriculum are similar to, but extend, the material presented in the pre-kindergarten.) Topics such as Seasons, Weather, and Environment are covered in interwoven units throughout the year.

The content of the kindergarten curriculum depends in part on the objectives of the district. In districts that do not teach reading in kindergarten, Success for All focuses on pre-reading skills (including thematic units, STaR, Big Books, writing, and Peabody). If the district does typically teach reading in kindergarten, the Beginning Reading program (see Chapter 2) is gradually introduced at mid-year. The other activities are continued, but in a shorter form. A typical full-day kindergarten schedule in a school that does not expect full-scale reading instruction in kindergarten might be as follows:

- Opening (Calendar, Weather, Classroom News, Alphabet Activities)
- Planned Learning
- Center Time
- Peabody
- Music/Movement/Poetry
- Math Activities
- STaR/Big Book
- Writing (Journal Writing/Writing Process)
- Sustained Silent Reading
- Wrap Up
- Homework

A typical day in a half-day Success for All prekindergarten might follow the schedule below.

- Arrival (Get Together)
- Opening (Calendar, Weather, Alphabet Activities)
- Planned Learning
- STaR/Big Book
- Center Time
- Self-Selected Reading
- Peabody
- Music/Movement/Poetry
- Explorations (Math)
- Wrap Up/Sharing

The half-day schedule contains the same elements as the full-day schedule, but less time is devoted to each. For example, STaR/Big Books follows a three-day schedule in full-day kindergartens, but a five-day schedule in half-day, and other activities may not appear every day.

Detailed descriptions of the main components of the prekindergarten and kindergarten programs appear in the following sections.

Story Telling and Retelling (STaR)

Story Telling and Retelling, or STaR, is one of the most important elements of the language development and pre-reading approaches in Success for All. It is used in prekindergarten, kindergarten, and first grade. In mid-first grade, STaR is replaced by the Success for All Listening Comprehension program (see Chapter 2).

Rationale —

Storytelling is an age-old form of communication with young children. The cognitive benefit of reading stories to young children has long been recognized. Children who have stories read to them accumulate more background knowledge, are more aware of the function of print, and are more interested in learning to read than are children who have not had stories read to them (Morrow 1985).

Research on storytelling indicates that children's story comprehension is increased when children are actively involved in the reconstruction of the story by such techniques as structured retelling, dramatization, and role playing. The available research suggests that all these methods of reconstruction enhance oral language and comprehension skills, but that dramatization and role playing are particularly effective for the preprimary student.

Despite the benefits of structured retelling, these techniques for story reconstruction do not seem to be consistently and routinely used as a part of story reading. That is, many times a story is read without use of structured techniques for students to retell the story. Stories without a framework for understanding may not be engaging or beneficial activities in the classroom. Children may fidget, squirm, look bored, poke at their neighbors, or show other signs of inattention. To make a story program effective, students and teachers need to be prepared for the activity and to be actively involved in it.

Story Telling and Retelling structures storytelling activities to increase student involvement with and attention to literature. The goal of STaR is to enhance oral language understanding of story structure and comprehension skills. Preliminary evaluations of the STaR program indicate positive effects on important prereading skills such as receptive vocabulary, production of language, and story comprehension.

STaR Overview —

STaR is a set of procedures and materials to help structure storytelling and retelling in preschool and kindergarten classes. The procedures include ways to organize the classroom space and storytelling time, methods of introducing the story and maintaining student interest during the story, and techniques for reviewing and retelling the story. The materials are story kits that are designed to accompany selected story books. A story kit consists of guide sheets (which include questions for introducing and reviewing the story) and storytelling aids (story sequence cards and, in some cases, illustrations to cut out and make into flannel board figures or stick puppets).

Illustration D on page 119 is an example of a STaR unit built around the book *Ask Mr. Bear*, by Marjorie Flack.

STaR is designed for a whole-class format with a teacher and a teacher's assistant present. There are five main activities in STaR:

- Story Introduction;
- Storytelling;
- Story Review;
- Group Story Retelling; and
- Individual Story Conference.

These five activities, outlined in Figure 4.1 on page 28, usually take two days to complete, spending about 30 minutes each day on the activities.

Story introduction (day 1). The teacher selects a book to read to children that is appropriate to their developmental level. In selecting books, teachers also try to link it to the thematic unit currently being taught, to the time of year, and to other instruction. They set aside a special area (such as a carpet) for storytelling.

The introduction to the story takes about five minutes. It sets the stage and piques the curiosity of the students. The story guide sheets include some suggested ways to introduce and prepare students for the story. A typical strategy is to have children look at the front of the book and guess what the story might be about, and/or guess what characters might appear in the story. In addition, up to three unfamiliar vocabulary words may be introduced.

The last part of the introduction establishes the setting for the story. It is important to give the children some idea of when and where the story takes place to prepare them for what they are about to hear.

Storytelling (day 1). The next part of the storytelling is the actual reading of the story. The teacher reads the story with enthusiasm and expression, and frequently asks questions and summarizes what has happened so far to consolidate and extend the story. The story kits suggest critical points in the story to summarize the story and to ask predictive questions. Frequent summary questions during the storytelling help the children recall the events in the story. Predictive questions are also used to keep students involved and thinking about the story.

Story review (day 1). At the end of the actual reading, teachers use summary questions to review the story with the students. They ask students to recall the title of the book, names and descriptions of the main characters, and major events. Sequence cards depicting the main events in the story may be used to help review the events and main ideas in the story. The story is reviewed again at the beginning of day 2 to introduce the second day's activities.

Figure 4.1 — Overview of Storytelling and Retelling Sequence

Day 1 — Storytelling

Time	Activity	
5 min.	**Story introduction**	Setting/theme Vocabulary Predictive questions
20 min.	**Storytelling**	Summarize Predict Main Idea
10 min.	**Story review**	Title Characters Events

Day 2 — Story Retelling

Time	Activity	
10 min.	**Story review**	Title Vocabulary Characters - use sequence cards Events - use sequence cards
20 min.	**Group retelling**	Sequence cards Dramatization Role play
20 min.	**Individual retelling**	Conference with assistant Peer retell

Story retelling (day 2). The purpose of story retelling is to give students an opportunity to make the story their own, to comprehend the nature of literature, to enhance vocabulary, and to improve oral language skills. Without active involvement of the students in recounting what they have just heard, many of the benefits of storytelling are lost. The story retelling is therefore a critical and integral part of this program.

The story kits include questions and sequence cards that can be used as aids for story retelling. There are two forms of story retelling — the group retell and the individual student retell.

Group retelling can use any or all of the following formats:

- The teacher places sequence cards depicting the main story events on a ledge (such as a Peabody board) and prompts retell from students by acting as narrator while they describe events on the sequence card.
- The teacher has students retell the story in order from sequence cards.
- The teacher has students retell the story to a partner using sequence cards or the book.

In addition to the sequence cards, story retell may be done using dramatization or role playing. Many of the STaR sheets contain ideas for story dramatization.

The individual retell allows a student to practice telling a story from beginning to end. The assistant carries out the individual story retell with several students in turn while the teacher is conducting a group retell with the rest of the class. The retell takes about five to eight minutes per child. (Note: It is not expected that every child will retell every story.) The assistant schedules the students for conferences and records the story retell. The assistant uses the individual retell questions provided for each story.

STaR for First Graders —

The STaR program is extended into the first half of first grade, with a slightly different structure. First-grade teachers use a five-day version of STaR called Extended STaR. The weekly cycle for Extended STaR is: Day 1 — Preview and Predictive Writing Activity; Day 2 — Read the Story; Day 3 — Review and Retell the Story; Day 4 — Elaborate the Story; and Day 5 — Story-Related Writing.

Alphabet Activities

Alphabet knowledge is built in Success for All using a wide variety of activities. On the first day a letter is introduced, and the letter "visits" the room along with a box full of objects starting with that letter. Later, a big book showing the letter is introduced. Many letter practice games are used including having students close their eyes and identify letters by touch, "mail call" (students name and distribute letters to classmates), "alphabet walk" (students walk on footprints with letters on them and can only stop on letters they can name), "clue" (students give each other clues about a letter until their partner can guess it), and many others. Students cut pictures out of magazines and create their own class letter book for each letter.

Big Books

Big Books contain short, predictable stories with illustrations. Teachers read the books, focusing on where they start to read (front of the book, left side of the page), how the pictures illustrate the story, how each spoken word corresponds to a written one, and so on. Through several re-readings of predictable text, students begin to isolate phrases on pages and words in phrases. The purpose of Big Books is to reinforce not only that print carries meaning, but how books and print are related to reading for meaning.

Thematic Units

The primary goals of the Success for All preschool and kindergarten programs are to develop students' oral language, to build experience and provide exposure to print, to orient children to the role of student, and to help build their confidence as students. A key element of the preschool and kindergarten curriculum for achieving these objectives is thematic units.

Thematic units incorporate a wide variety of activities around a common theme. The activities include art, music, drama, cooking, measuring, games, listening to stories, and other activities, all relating to such themes as "Special Me," the five senses, seasons, African American history, and holidays. Teachers set up a variety of learning centers through which students rotate. Learning centers might include housekeeping, woodworking, listening, art, math, writing, and science centers, with materials and activities that change over time in connection with the current theme. The STaR units are also keyed to the theme, so that students are hearing and discussing books that relate to the current theme.

Illustration E (page 123) shows the teacher's guide for the first three days in a 10-day thematic unit called "Special Me," usually the first unit introduced. After the three days shown in the Illustration, the unit continues with activities relating to body parts, students' fingerprints, similarities and differences between themselves and others, tracing names, identifying emotions, walking an obstacle course, sharing baby pictures, celebrating birthdays, and recording voices.

Chapter 5
Family Support and Integrated Services

If a school seriously establishes a policy that all students will receive whatever it takes to ensure that they succeed, that school must do more than simply provide more or better instructional services. Students often fail for reasons that have little or nothing to do with academics, especially in high-poverty neighborhoods. Some fail because of erratic attendance or poor behavior. Some lack glasses or hearing aids. Some lack adequate nutrition or even heat at home.

The Success for All program places a strong emphasis on increasing the school's capacity to involve parents as well as health and social service agencies in solutions to any non-academic problems students may have. Each Success for All school establishes a Family Support Team for this purpose. The composition of the Family Support Team varies from school to school depending on the personnel available and the school's needs. The school's Chapter 1 parent liaison, counselor, social worker, nurse, and other resource staff usually make up the Family Support Team, along with building administrators (principals or vice principals) and the facilitator. In schools with serious attendance problems, an attendance aide may be added.

Family Support Teams usually meet weekly. They have two major tasks. One task is planning for schoolwide programs to increase parent involvement, improve the school's ability to monitor and respond to truancy, and so on. For example, the team may plan a program for parents on helping children with homework, or plan a session with teachers on dealing with behavior problems.

The second task of the Family Support Team involves problems with individual children. Teachers and other staff often refer a child to Family Support because they believe he or she is having problems in school that the school cannot solve on its own: for example, truancy, behavior problems, health problems, and psychological problems. In addition, students who are not making adequate academic progress despite classroom and tutorial assistance are referred to the Family Support Team even if there are no obvious family problems, and the team's goal is to investigate to find out whether family interventions may help get the child on track.

Main Activities of the Family Support Team

The main activities of the Family Support Team are described in this section. (For more details, see Haxby and Madden 1991.)

Parent Involvement —

The Family Support Team develops schoolwide plans to increase parent involvement. Research indicates that parental involvement is correlated with increases in attendance, increases in achievement, and decreases in behavioral problems (Epstein 1989). Additionally, parent involvement is often seen as a more effective way of meeting the needs of a culturally diverse population.

Traditionally, schools and families have seen themselves as separate institutions that interact with the child. However, this separation can be detrimental for many children. A more realistic view of schooling is to see the family and school as interconnected. It is the job of the school to recognize the family as an integral part of the school system and to work with families in devising ways to increase parent participation and encourage community support of schools.

In particular, it is clear in schools working with children from poor families that problems from the community and the family impinge on the academic life of students every day. Students arrive at school hungry, homeless, angry, or depressed about family problems and unable to concentrate on educational tasks. Schools have become increasingly aware that they cannot address the needs of these children alone. The needs of poor children demand involvement of the family and community in order for schools to be most effective.

There is no one type of parental participation that is "right." Since the goal of any parental involvement strategy is to involve as many parents as possible, Success for All believes that a range of parent involvement is necessary to suit the needs and preferences of a variety of parents, from participation in the governance of the school, to helping a child with homework, to helping a teacher by preparing materials.

Some specific ways in which parents are involved in Success for All schools follow.

Parent involvement in school governance. It is an old adage for most community organizers that in order for people to be very involved in an activity they need to believe that they "own" it. Ownership is fostered by being involved in the development and implementation of any project. All too often, poor parents stay away from schools because they do not see the school as "theirs." For effective involvement to occur, parents must undergo a critical shift in thinking: from viewing the school as an institution that does things *to* you to perceiving it as an institution that does things *for and with* you. Ownership is greatly fostered when parents see themselves in the role of decision makers in the school.

One key way to have parents act as decision makers is to ensure that they have a role in school governance. The creation of a School Advisory Board is often particularly effective. This board is composed of teachers, administrators, and parents. They have the mandate to advise the principal on general school direction and planning. Some key tasks for the School Advisory Board may be:

- to review or develop a school-wide discipline policy;
- to set direction for parent involvement projects;
- to evaluate the need for community services on site;
- to review and implement homework guidelines;
- to evaluate school climate.

In general the board evaluates the entire school climate and advises on direction and goals. This board can meet between four and six times a year. When the board has made recommendations, they often work closely with the Family

Support Team to ensure that programs are implemented.

In-school parent volunteer support. Parental involvement has traditionally been defined by participation as a volunteer in the school. This is an important, rewarding activity and can make a tremendous difference in financially strapped schools. Parents can do a wide range of activities that enhance school effectiveness. Examples include:

- *Volunteer Listener Program.* Success for All stresses that the best way to learn to read is to read. Students are encouraged to read at home every night. Some schools encourage reading by having an incentive program in which students can earn a small prize by collecting certificates from parents or other adults that indicate the child has read to them for 15 minutes each evening.

  However, some children may have parents who work at night or are unavailable for after-school reading time. Parent volunteers at these schools act as volunteer listeners for these students during lunch or free time. Students who want to earn prizes or who just need extra practice can read to these volunteers. Volunteers listen and let the children know that they are doing a great job. Volunteer listeners are not tutors; they are there to encourage students to read. Both the parents and the students enjoy the additional one-to-one time during the school day.

- *Homework Room.* Other schools have used parents and teachers to staff an after-school homework room. Teachers were aware that some children find it difficult to complete home assignments or do not have a quiet place to work. Parents can elect to have their child attend the after-school homework room one or more days per week. Generally one parent and one teacher supervise and provide homework help when needed.

- *Other In-School Parent Volunteer Activities.* Parents in most schools are encouraged and trained to participate in a wide variety of school activities. Parents help in the classroom, media center, cafeteria, and playground. Often schools provide training in these areas and certificates for participation. Parents can and do provide invaluable service in all areas of the school.

Teacher and School Communication to Parents —

A vital component of fostering the link between parents and schools is to make consistent efforts to increase teacher and school communication to the parent. This increase in communication by the school conveys to everyone the perception that parents are an integral part of the school community. This modeling helps to cement the mind-set for staff as well as parents that families need to be involved in the daily activities of the school. In addition, parents who perceive the school as working to involve them tend to have a more positive opinion of both the school and the teacher (Epstein 1986). Fostering this sense of a positive school community is crucial to effective parent-school partnerships.

In many schools, most parents only hear from teachers and schools at the yearly parent-teacher conference or when their child is in trouble. This sets a negative tone for all interaction. All too often, parents feel that "no news is good news," and cringe when the phone rings or school personnel stop by. Particularly for parents whose children are having difficulty, the temptation to avoid the school as much as possible is strong. Of course, this only reinforces the school's belief that "the parents who most need to be here never come."

The more frequently parents are contacted, involved in the daily functioning of the school, and given good news about their child, the more likely they will participate in the school. Everyone shuns aversive experiences, and there is nothing more aversive than hearing a barrage of negative information about one's own children. The goal of teacher and school communication is to alter the negative cycle and build a more positive connection.

Parent Involvement in Curriculum —

Success for All strongly urges schools to involve parents in supporting the curriculum at home. All students are urged to read to themselves or to someone at home for 20 minutes each night. Students are given Share Sheets and paperback books to bring home. Parents are often asked to sign a form indicating that students have done their reading. In the fall, most schools have a Success for All Kick-Off Demonstration Night. This is designed to keep parents informed of the program of instruction that their child is receiving and give them tips on how to support the program at home.

As the parents become more aware of the program and are given specific tips on how to support the program at home, they respond positively and actively. Training nights for parents are held throughout the school year to keep parents involved in curriculum support. Schools have experimented with teaching pre-K parents the STaR program and having parents make "big books" with their child. Additionally, parents have been trained in cooperative learning and have formed teams to participate in designing school programs. The more parents can participate in the curriculum, the more enthusiastic they become.

Attendance —

Family Support Teams also work to improve school attendance. Children need to attend school consistently in order to learn. Successful attendance strategies require a school-wide approach. Success for All schools have instituted a successful attendance program that addresses three fundamental areas: 1) *monitoring*, 2) *intervention*, and 3) *prevention*.

A *monitoring* system is necessary to ensure that all children arrive safely at school and are accounted for early in the day. A comprehensive monitoring system does three things: it increases the safety of students because all students are accounted for early; it creates a school norm that *all* absences are important; and it provides the necessary information for quick intervention on attendance problems. Effective monitoring systems allow school personnel to try to get the targeted child to school the same day. Attendance monitors use a record-keeping system that identifies students having attendance problems at a glance, enabling the school to follow up with at-risk absent children immediately.

Intervention also aims for quick response. In schools with attendance problems, Success for All recommends hiring an attendance monitor who will be able to go into the community and meet with families. Through the use of this monitor, timely and strenuous outreach efforts are possible. This is particularly important for areas in which many families may not have phone service. If the monitor finds that an attendance problem does not improve or that a family has a variety of needs, the Family Support Team will provide case planning, further intervention, or referral. Knowledge is not enough to change the behavior causing attendance problems. Action is vital.

Prevention programs involve setting a school-wide norm for attendance and putting into place programs that are proactive. Prevention programs include a wide range of incentive programs designed to reward individuals, classrooms, and families whose children consistently attend school. The best solution to any problem is to prevent it from occurring.

School Based Intervention —

The goal of Success for All's innovative curriculum, teaching strategies, and tutoring is to enable every child to achieve. However, some students cannot benefit as much as they should from improved instruction because they have serious family, behavioral, or attendance problems. The School Based Intervention component of the Family Support Team is designed to ensure that these children do not "fall through the cracks." It is here that success for *most* must be translated into success for *all*.

Faculty, administration, or parents may refer a child to the Family Support Team. Referral forms are distributed early in the school year at parent and faculty meetings, and are always available in the school office. Referrals are sent to the facilitator, who initially screens students to ensure that standard Success for All classroom strategies and tutoring are already in place; the Family Support Team is not a substitute for good classroom instruction.

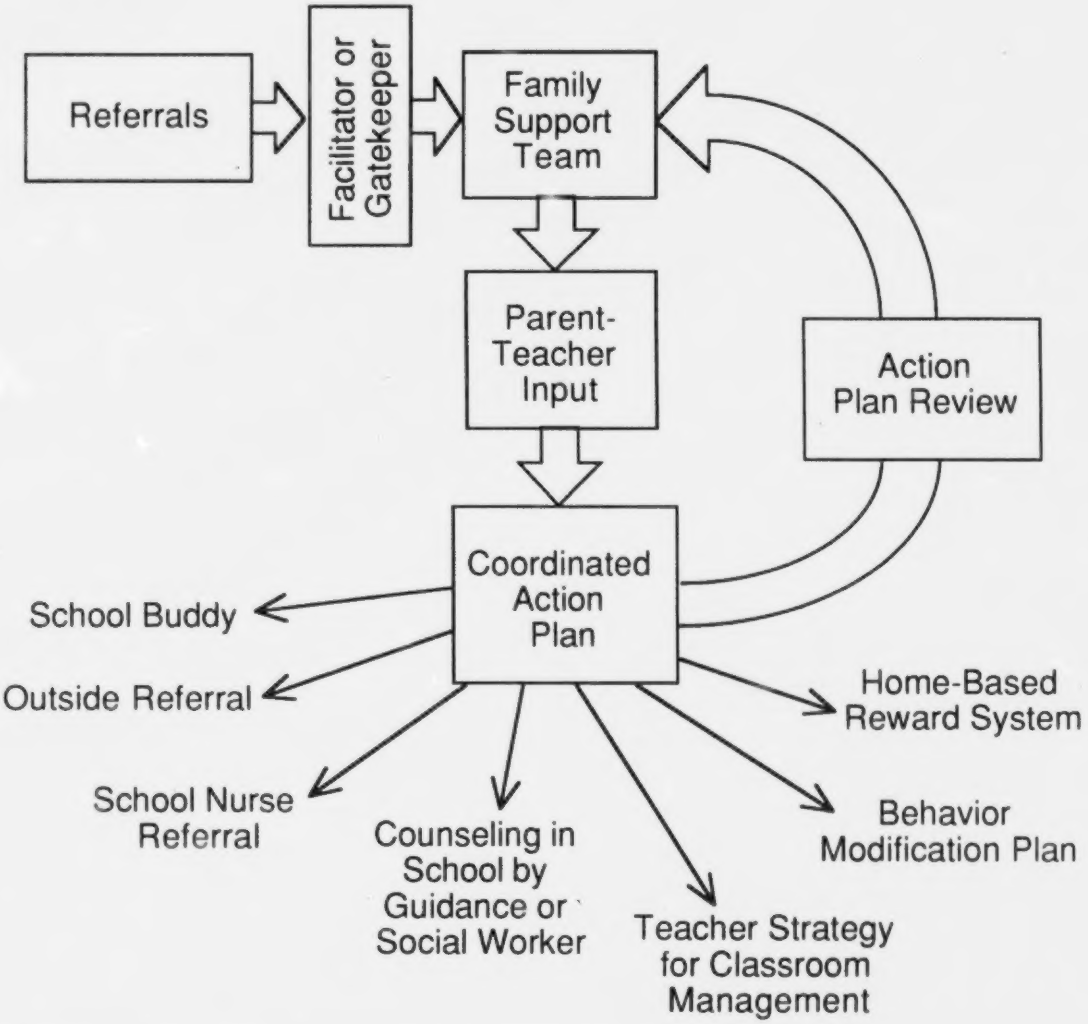
Once a referral has been reviewed, the facilitator brings the case to the Family Support Team. Each case is assessed, a case manager assigned, and an action plan developed. If possible, the classroom teacher and the parent are involved in the development of an action plan. Often the case manager can schedule a meeting with a parent after the initial team assessment. After an action plan has been developed, the referral source is given a copy of the plan and encouraged to notify the team if any progress or deterioration is noticed. The team regularly reviews all cases to ensure that progress is being made or to adjust the action plan so it is more effective. The process of school-based intervention is diagrammed in Figure 5.1 on page 36.

Composition of the Family Support Team

Funding levels determine the composition of a school's Family Support Team personnel, so each school's team will vary. For the Family Support Team to function well, it is vital that each member has the time to meet and implement decisions. This may involve changing people's schedules or responsibilities. For example, if a school cannot hire a clinical social worker, other school personnel will need to implement the classroom and family-based behavior modification programs. Other personnel may also need to make occasional home visits to families who are hard to reach.

These interventions are time consuming, but necessary. Success for All is predicated on the belief that every student can succeed. Family Support is designed to focus on children who are not succeeding *academically* despite standard program interventions, and to ensure that a comprehensive and integrated plan is developed for these students. This intensive effort is often a crucial component in guaranteeing students' success.

Figure 5.1 — Family Support School Based Intervention Model


Referrals
Facilitator or Gatekeeper
Family Support Team
Parent-Teacher Input
Action Plan Review
Coordinated Action Plan
School Buddy
Outside Referral
School Nurse Referral
Counseling in School by Guidance or Social Worker
Teacher Strategy for Classroom Management
Behavior Modification Plan
Home-Based Reward System

Service Integration Between Community and School

Many students and families in Success for All schools have problems that require services from a range of community agencies. Increasingly, schools and community agencies have found that families are more likely to make use of needed services if the service is provided in a familiar location such as a school. On-site services are also helpful for the schools. When agencies are on site, quicker intervention with better follow-through and feedback are possible.

Family Support Teams try to be cognizant of local services and make referrals whether on or off site. If a family is without heat or shelter, for example, the assistance provided by the Family Support Team may involve more than just a referral. Families often do not obtain community services because of problems with transportation, or because of their inability to negotiate the labyrinth of large bureaucratic institutions. The team may help families with these problems, providing as much assistance as possible to make sure that the family is able to follow through on the referral.

Teams assess community services that are most often needed by the students and families in their community. Special attention is paid to services that may strongly affect student performance. Once a team has assessed the student's needs, the team becomes aware of how to obtain those services in the community and investigates whether some of those services could be provided on site. A few common examples are:

- *Health:* Some schools have obtained an onsite nurse practitioner from the local health department to help with sick or injured children and to give injections and physicals. All teams, however, know how to obtain needed medical care for students. In particular, it is important to know how to quickly obtain required shots, glasses, and eye and hearing exams. Family Support Teams try to ensure that these services are provided to students in a timely manner.
- *Counseling:* Some Success for All schools have linked with community family counseling agencies to provide on-site family counseling. Another school has linked with a drug and alcohol prevention program to provide support groups for children of substance abusers. Community mental health programs are increasingly trying to provide some satellite services at schools and may have programs in the school area. Family Support Teams usually know about counseling programs in the community, particularly programs with no fee or with sliding fee scales.
- *Food:* If a child is hungry, he or she can't learn. One school has linked with a local agency to be a food distribution site for its community. Parents who had rarely been in the school building now come regularly to pick up food and become acquainted with the school.
- *Shelter:* Providing housing to needy families is problematic in most cities. Family Support Teams usually know the emergency shelters in town and try to work with the family in order to support the child while a family is homeless or in temporary living situations. It is better for a student to be supported at his or her old school while the family is trying to obtain permanent housing. The fewer upheavals for the student during this time, the better. Family Support Teams have been instrumental in helping to plan transportation and additional support for homeless students.
- *Tutoring:* Many schools have worked with local universities, high schools, retirement groups, or churches in order to obtain additional tutoring for their students. Particularly for marginal students or older students who do not qualify for Success for All tutoring, this is an invaluable service. Tutoring is most effective if it is on site, and often these groups are happy to provide tutoring at the school. If a team is going to begin to make community linkages, this is often a good place to start.
- *Literacy:* Parent literacy affects the academic success of students. Several Success for All schools have begun to work with local literacy groups to provide parent literacy

programs on site. In general, parents involved in these school-based sites also participate in volunteer activities during the school day. Some schools also offer after-school computer programs for parents and children.

- *Business Linkages:* Local businesses have become more involved in supporting education over the last few years. Business leaders are increasingly aware that schools produce the workers of tomorrow and that the effectiveness of their own enterprises depends on the ability of schools to deliver quality employees. Consequently, both small and large businesses have made real commitments to local schools.

Success for All schools have found that effective partnerships have occurred when schools *energetically* approach local business and structure some *specific* ways in which the business partner can help. Just asking a business to be a partner and to help the school may be too vague. A clearly organized presentation of needs, of suggested projects that the business partner could participate in, and of ways to highlight the partnership to the community has generally been a more successful approach. Some examples of local business involvement in Success for All schools are:

— Providing incentives for school attendance or reading. (Fast food restaurants, local movie theaters, rental stores, and convenience stores have often been large providers of small incentives for school programs.)

— Providing additional tutoring for students.

— Donating furniture for parent rooms or reading corners.

— Providing mentorship programs or after-school club activities.

— Providing publiciity for special school projects. For example, local photographers have taken pictures of students involved in Success for All activities. Partners have provided T-shirts or buttons to publicize special projects to families.

Obviously, the activities of the Family Support Teams vary depending on available staff, student and family needs, and community investment in the school. All teams must ensure that the needs of children who are having difficulty are being met, that school attendance programs are working, and that parents are encouraged to participate in school. Other activities depend on the time and resource constraints of the team.

The multifaceted role of the Family Support Team is crucial for addressing the needs of students who are at the highest risk of school failure. An effective team not only attempts to meet the needs of at-risk students, but also creates a school-wide climate that fosters parent involvement and a proactive approach to the complex problems faced by many students and families in Success for All schools.

A Family Support Team in Action at Abbottston Elementary School

Abbottston Elementary School, a Baltimore City Public School, is a fully funded Success for All site. It was the first school involved with the program, and as of this writing has completed its fifth year of operation.

The Family Support Team consists of a half-time guidance counselor and a full-time parent liaison provided through Chapter 1 funds. In addition, extra funding has provided a full-time master's-level social worker, who chairs the Family Support Team; a bachelor's-level social worker on loan from the Department of Social Services, who participates on the team and coordinates all attendance efforts; a part-time nurse practitioner and pediatrician on loan from the health department; and the Success for All facilitator, who coordinates the curriculum and instructional activities.

Starting in the summer, Abbottston team members visit the parents of all incoming preschool and kindergarten students as well as any new transfer families. At that time families are welcomed to the school community, the Success for All program is explained, and the functions of the Family Support Team are reviewed. The visits begin to positively engage families and create a climate in which the parents are encouraged to be active participants in their children's education and school community.

Abbottston has an active attendance program. Attendance is monitored daily. Children who are absent are called, and home visits are made quickly and routinely. Often a child may miss school because of a family crisis. The team is able to meet with the family, discuss problems, make referrals, and often obtain concrete services for a family in need. For example, clothes, furniture, and eyeglasses are all commonly obtained for families by the team.

In addition, the Family Support Team coordinates school-wide efforts to promote attendance. Individual, classroom, and family-based incentive programs have been organized. For example, "Fabulous Fridays" and "Marvelous Mondays" are incentive programs Abbottston designed to promote attendance on days where attendance had been routinely low. As a result of these strategies, the attendance rate improved from 86 percent to its current 94 percent, one of the highest in the Baltimore City Schools.

School based intervention is a major component of family support at Abbottston. The team works closely with teachers to make sure that every child is successful. The team has identified 25 children who in the early elementary years showed significant behavioral problems. The team has worked with the children and the families to provide a behavioral regimen and supportive structure at school to ensure students' success. Families are consulted in order to reinforce the school program at home, and if ongoing family problems are present, families are referred to community agencies.

In addition, teachers routinely consult with the team about students who are having difficulty, and comprehensive plans are created. A plan may draw on a range of personnel. For example, the attendance coordinator may work to get a chronically tardy child to school on time, the nurse practitioner may ensure that shots are provided, the teacher may work with the counselor to create a classroom behavior plan, while the social worker meets with the family as well as the child. This coordination of effort often makes the difference between success and failure for children who come from poor, multi-problem families. Over 100 referrals are handled by the team during a typical school year. Families are increasingly using the Family Support Team at Abbottston. Parents come to the team with concerns, and school problems are often avoided because parents seek out the team at the onset of family difficulties.

The team sees parent involvement and empowerment as a vital and primary function. The parent liaison has a strong reputation in the community and has worked tirelessly to forge links with the community parents. Aside from the welcome visits, the team runs parenting skills workshops and seminars on a range of topics of interest to parents. Informal programs have been created to establish a welcoming climate in the school for families. Twice a month, for example, the team invites parents to stay after they drop their children off for a "Second Cup of Coffee" morning in which coffee and donuts are provided.

More importantly, the team provides endless reminders to the school to include parents in decisions regarding their children. No plans are created for students without parent input, and teachers are encouraged to call parents with the good news as well as the bad. Often, effective parent involvement depends on the ability of the school to really embrace the notion of parents being part of the school.

The team has worked hard at integrating community services within the school. They managed to obtain a nurse practitioner from the health department because they knew that the school's children had unmet health needs. They created a service directory for teachers and parents. They are also adept at networking with other city agencies. The parent liaison has effective linkages with Baltimore City Public Schools and has been able to obtain transportation for homeless children. The attendance worker is from the Department of Social Services and can effectively negotiate that system, while the school social worker has a long history of working with special education and mental health resources, as well as food, shelter, and health services. Plans for family literacy and job training programs are being developed for the coming academic year.

Chapter 6

Facilitating Change: Staff Development and School Restructuring in Success for All

Success for All means massive change in school organization and practices. It affects curriculum, instruction, assessment, early childhood programs, Chapter 1, special education, promotion/retention policies, parent involvement, relations with health and social service agencies, and internal school governance. It requires the active participation of every staff member in an existing staff; no Success for All school has ever been able to select staff specifically for the program. It requires dramatic changes in daily teaching methods for teachers who may have had decades of experience doing things a different way. It requires a change in beliefs about the school's ability and responsibility to ensure the success of every child, no matter what.

How does all this change come about? How does Success for All enter a school, solicit the enthusiastic participation of the school staff, train staff members in program procedures, monitor and improve implementation over time, assess progress toward desired goals, and maintain coordination among the many pieces of the program? These are extremely important questions that we have had to address as we "scale up" Success for All from a pilot program to become a replicable, reliably effective model for school change. This chapter discusses our practices and experiences with implementation of change in Success for All schools, some of which are among the most disadvantaged in the nation.

Establishing Success for All in New Sites

As of fall 1991, there are a total of 31 schools in 12 states implementing Success for All in collaboration with our group at The Johns Hopkins University. Most are inner-city schools serving very disadvantaged African American populations, but a few are rural, a few have white majorities, and a few have significant numbers of Hispanic or Asian students, some of whom have limited English proficiency. Except for our sites in Baltimore and Philadelphia, all of the districts involved in Success for All have approached us, usually after reading about or visiting Success for All schools.

Our procedures for negotiating with school districts vary according to the district's characteristics and needs, but there are several procedures we insist on. One is the clear support of the district's administration. This involves a number of financial conditions (see Chapter 8) as well as a commitment to allow the Success for All schools to deviate from district policies on such matters as curriculum, Chapter 1, special education, and promotion/retention.

Another requirement is that principals must be given a free choice to participate or not, and then in schools with strongly committed principals, teachers must have an opportunity to vote (by secret ballot) on whether or not to participate. We require that at least 80 percent of teachers buy in. In practice, most votes are more like 90-95 percent positive, but we insist on the exercise because we think it is essential that the teachers know that they had a free choice, and that any individual disgruntled teachers know that their colleagues were overwhelmingly in favor of the program. Most often, project staff make a presentation to the schools in the winter or spring before the program is to begin, and then give the staffs about a week to discuss, debate, read, and (if possible) send a delegation to visit existing Success for All programs. We do everything we can to see that teachers are informed, have all of their questions answered, and are not pressured into voting for the program.

When Success for All enters a district for the first time, we recommend starting with only one or two very disadvantaged schools, and then expanding in future years. For the pilot schools we try to avoid any conditions that could not be replicated elsewhere in the district, to facilitate later expansion.

At the end of the school selection process, we typically have one or two schools with principals and staffs that have freely chosen to participate, in districts in which the central administration is unambiguously supportive. We have learned that this buy-in process is essential. When rough times come (and they always do), everyone involved in an innovation needs to remember that they chose the path they are on.

Training

The philosophy of training behind Success for All is that while initial training is important, real change in teachers' practices takes place in the classroom, not the workshop. We consider staff development to be a process that never ends. Teachers in Success for All are constantly refining their instructional methods, learning new strategies, discussing their methods with other teachers, visiting each other's classes, and using assessments of student progress to guide changes in their teaching methods.

Initial training for a staff new to Success for All is ordinarily provided in August for a September start-up. This training is typically scheduled for three days. A representative training schedule appears in Figure 6.1 on page 43.

Most schools begin implementing Success for All in grades preschool to three or kindergarten to three. Beyond an orientation to the program and some team building among the school staff members, the main focus of initial training is on the changes in curriculum and instruction teachers will be making right away, as soon as school starts. This means STaR, Peabody, and thematic units for preschool and kindergarten teachers, Beginning Reading for first grade teachers, and Beyond the Basics for second- and third-grade teachers. Tutors (who will be teaching a reading class) also participate in the Beginning Reading training. They later receive their own two days of training on strategies for assessment and tutoring of at-risk students.

Around mid-year, writing/language arts is usually introduced for grade one-three teachers, and Beginning Reading for kindergarten teachers. In the second year of implementation, reading and writing are introduced to grades four and five, and some schools adopt cooperative learning methods in mathematics (see Slavin et al. 1989/90). Along the way, training sessions are held on classroom management, cooperative learning, and other topics, and to refine and extend topics presented earlier.

Figure 6.1 — Success for All Summer Training*

Day/Time	Topics	Participants
Day 1		
8:30 to 12:00	SFA Overview Cooperative Learning (Note: Staff is trained using teams and cooperative learning techniques.)	All staff
1:00 to 4:00	Session 1: Development of Language and Concepts of Print STaR/Extended STaR Emergent Writing Alphabet Big Books and Development Activities Peabody Language Development Kits	Pre-K, kindergarten, first-grade teachers, tutors
	Session 2: Beyond the Basics Teaming: Assigning students to teams/teambuilding Listening Comprehension Reading Together cycle of activities	second- and higher-grade teachers
Day 2		
8:30 to 12:00	Session 1: Beginning Reading Beginning Reading Parts I and II	Kindergarten, first-grade teachers, tutors
	Session 2: Beyond the Basics Continue Reading Together cycle	second- and higher-grade teachers
1:00 to 4:00	Session 1: Beginning Reading Continue Beginning Reading Part II Beginning Reading Part III Transition to Beyond the Basics Introduction to Eight-Week Assessments	Kindergarten, first-grade teachers, tutors
	Session 2: Beyond the Basics Considerations for classroom management Book Club Introduction to Eight-Week Assessments	second- and higher-grade teachers
Day 3		
8:30 to 12:00	Session 1: Beginning Reading Beginning Reading Parts I and II	Kindergarten, first-grade teachers, tutors
	Session 2: Beyond the Basics Continue Reading Together cycle	second- and higher-grade teachers
1:00 to 4:00	Session 1: Tutoring Tutoring process, scheduling, and record keeping	Tutors
1:00 to 3:00	Session 2: Language Development and Concepts of Print Thematic Units Big Books Emergent Writing	Pre-K and kindergarten teachers
3:00 to 4:00	Check-out with Principal	Principal

*Additional training goes on throughout the year. Family Support and Building Advisory Committee training sessions and additional tutor training sessions are conducted at a different time during the summer or early fall.

The training makes extensive use of simulations and demonstrations. For example, in learning how to use cooperative teams in Beyond the Basics, teachers work in teams themselves. In training for STaR and Beginning Reading, the teachers pretend to be students. In addition, videotapes depicting each of the program elements are shown to the teachers. Teachers are always told the theories behind what they are learning, but the main emphasis is on giving them active, hands-on, pragmatic experience with strategies that will work.

The initial training is provided by trainers from Johns Hopkins or experienced teachers or facilitators from existing Success for All schools. Johns Hopkins trainers then return for additional major training sessions, such as introduction of the writing/language arts programs, extension of Beginning Reading to kindergarten and Beyond the Basics to grades 4-5, and so on. However, after initial training the main responsibility for staff development passes to the facilitator, and the role of Johns Hopkins staff focuses more on enhancing the facilitator's skills than on direct teacher training. The facilitator's function in Success for All and the role of Johns Hopkins staff in maintaining quality implementation are described in the following sections.

The Facilitator

The first and most important decision a school makes after it has been designated a Success for All school is to select the facilitator. The facilitator is the linchpin of the entire program; the effectiveness of Success for All depends to a substantial degree on his or her skills as an agent of change. Facilitators are typically very experienced teachers, usually with backgrounds in reading, early childhood, or Chapter 1. A good facilitator is one who has the respect of his or her colleagues, enormous energy and interpersonal skills, and a deeply felt certainty that every child can learn. Most Success for All schools have full-time facilitators, but some (especially in less disadvantaged communities) have half-time facilitators who do some tutoring in the afternoon.

Usually, facilitators in new Success for All schools receive an extensive orientation to Success for All during the spring before their school starts its implementation. This orientation includes visits to Success for All schools in Baltimore, and extensive opportunities to see and hear about what existing facilitators do. In some cases new facilitators attend teacher training in districts other than their own so that they can knowledgeably participate as "experts" in the training provided to their home schools. Whenever possible, we try to give new facilitators a formal role in initial training to help strengthen their credentials as friendly local experts.

Defining the precise place of the facilitator within the school's organizational structure is a delicate process. The facilitator must be seen as a friend and supporter to the teachers, and therefore should not have a formal or informal role in teacher evaluation. Teachers should always be glad to see the facilitator in their classroom and should feel free to share problems as well as successes. The facilitator must resist principals' natural temptation to put them in a role like that of a vice-principal, especially in schools lacking vice-principals. Facilitators need to be observing classes and organizing meetings of key staff, not collecting lunch money or monitoring the playground. They need to spend their time working as change agents, not facilitating the school's routine day-to-day operations.

The overarching responsibility of every facilitator is to ensure that the program achieves its goals — that it delivers *success*, not just services. This means that the facilitator is constantly checking on the operation of the program and its outcomes. Is every teacher proficient in implementing the curriculum? Is every teacher moving rapidly enough to bring all students to grade level? Is every teacher using effective classroom management techniques? Are the tutors supporting students' success in the regular classroom? Is the family support team succeeding in reaching out to parents, and is the team on top of any recurring attendance problems? Most importantly, is every child on a path to success, and if not, are all staff members involved working in a coordinated way to get the student on track? The facilitator operates as an "insurance agent" to make sure that no child is being forgotten and that all staff are working together effectively.

The facilitator has three main responsibilities. One is to provide coaching and followup to help teachers and tutors implement changes in curriculum and instruction. Another is to help make sure that the teachers, tutors, family support staff, and principal are all coordinating their activities around the success of all children, and that they are talking and planning together. Finally, the facilitator manages the eight-week assessment program (see Chapter 2), using assessment information to help make grouping decisions, to decide who needs tutoring, and to identify individual children who are not making adequate progress and help staff explore options for serving these children.

Coaching —

Perhaps the most important role the facilitator plays within a Success for All school is as a coach or change agent to help teachers and tutors effectively implement changes in curriculum and instruction. They carry out this role in a variety of ways.

The most common way facilitators coach teachers is through classroom visits. Some facilitators schedule their visits in advance, while others simply tell teachers they may be dropping by in a given week, which allows for more flexibility. Sometimes, facilitators may just stop in for a few minutes, give teachers a "thumbs up" sign or other indication of approval, and then move on; at other times, facilitators may observe for a longer time and then schedule a time to sit down with the teacher to discuss the teacher's needs.

Classroom visits are extremely important in monitoring change. Regardless of the amount or quality of training, teachers need feedback on how they are doing in their own classes, and they need suggestions and help targeted to their own personal classroom problems.

Facilitators often teach demonstration lessons. They may arrange coverage so that they can assemble a few teachers at the same time for a lesson in one teacher's class, or they may do a short demonstration for one teacher. Alternatively, many facilitators identify a teacher who is doing an excellent job with a particular part of an instructional program and cover other teachers' classes while they watch the expert teacher's lesson. A facilitator may videotape outstanding lessons to show to the teachers later on. In doing this, a facilitator tries to find something outstanding in the work of every teacher. For example, Ms. Smith may demonstrate her STaR lesson, Ms. Jones her partner reading, and Mr. Williams his writing lesson. Seeing other teachers' solutions to the same problems they are confronting is enormously useful to teachers, and the process of using teachers within the same building as "experts" for each other helps build professionalism and cohesiveness among the staff.

In all of their coaching work, facilitators try to communicate respect and approval for teachers, and try to avoid coming across as supervisors or evaluators. This is why we insist that facilitators not be asked to provide principals with information that could be used in formal evaluations. That is also why we train facilitators to accentuate the positive, to recognize good teaching rather than dwell on deficits, and to involve teachers in solving each other's problems rather than pretending to be the only expert in the building.

While the facilitator's main role in staff development is to follow up on training by coaching teachers, facilitators also provide more formal training sessions. For example, following the main training sessions conducted by Johns Hopkins staff, school-based facilitators may conduct staff development sessions on classroom management, cooperative learning, or other topics, depending on their expertise and the school's needs.

Maintaining Coordination —

In a program as complex as Success for All, there is a need to be sure that all of the program components and services are working together toward the same objectives. One of the facilitator's major tasks is to see that classroom teachers, tutors, family support staff, and other school staff are communicating with each other and are supporting each other's efforts rather than simply providing services and hoping that others will fill in gaps. The facilitator monitors the flow of information between tutors and reading teachers and between family support staff and teachers, and tries to find ways to overcome any barriers to open communication.

The facilitator also helps teachers help each other by scheduling meetings at which teachers and tutors can discuss what they are doing. Schools often schedule common planning times or regular after-school meeting times for teachers at each grade level. In these meetings, the facilitator draws out the teachers, asking them to share successes and problems and to make supportive and useful suggestions to each other. Facilitators may show videotapes of excellent lessons or describe from their notes an outstanding lesson to illustrate some important point.

Managing Eight-Week Assessments and Exploring Options for Children Having Difficulties—

As noted in Chapter 2, eight-week assessments play a crucial role in the Success for All reading program. An important (and time-consuming) part of the facilitator's role is to manage the eight-week assessment program. This involves making sure that teachers have the tests they need, collecting tests after they are given, organizing the test data, and using it to suggest alternative placements for individual children.

For example, the facilitator looks for children who could be accelerated to a higher reading group, for those who are in need of tutoring, and for those who may be able to exit from tutoring. Decisions about group placements and tutoring are made collaboratively among the facilitator and the teacher and/or tutor involved. Facilitators may set aside time to observe a struggling student in order to suggest alternative teaching strategies or materials.

A key goal of the Success for All program is to keep students with learning problems out of special education and to keep them from being retained. However, this does not simply mean throwing problems back on the teachers or "socially promoting" failing students. Instead, a Success for All school tries every strategy possible to meet students' needs so they can keep up with their age-mates.

The facilitator leads the effort to intervene before a student is assigned to special education. Teacher referrals go to the facilitator before they go to a child study team. The facilitator then meets with the teacher and others to try to understand what the child's problem is and how it can be solved without involving the special education system. For example, if a child is exhibiting serious behavior problems, the facilitator, teachers, and Family Support Team may design a home-based reinforcement program. A child having a problem with one teacher may be transferred to another. The same approach is taken with children in danger of being retained. The facilitator leads the school's promotion committee, which meets not to consider who to retain but rather to consider what services and adjustments are needed to keep students progressing.

A Day in the Life of a Success for All Facilitator*

It is 7:45 a.m. on an October Monday at Baltimore's Brighton-Early Elementary School, a Success for All school in its second year of implementation. Most of the school is still dark and deserted, but in the library there is a spirited discussion going on. The first-grade teachers and tutors are having a grade-level meeting to discuss problems they are having with the Beginning Reading program. Quietly managing the meeting is Alice Lyle, the Success for All facilitator.

Various teachers bring up problems of pacing and classroom management, and discuss individual children who are having particular problems. Ms. Lyle tries to get the teachers and tutors themselves to suggest solutions to their own and each others' problems. She volunteers to cover one teacher's class later in the week so the teacher can observe a colleague who has worked out an effective way to get students organized for partner reading, and sets up a time to co-teach a demonstration lesson with a new teacher who is having trouble with Listening Comprehension lessons. She encourages the tutors to discuss the strategies they are using successfully with children, and asks the classroom teachers to think of ways they can support those strategies in reading class. At 8:15 the meeting ends and teachers go to their classrooms to prepare for their students' arrival.

The building principal, Mr. Walker, is supervising the free breakfast program in the cafeteria. Ms. Lyle joins him there to catch up with him "on the fly" on several issues, including those she discussed with the first-grade team. During the brief homeroom and announcement period, Ms. Lyle brings boxes of soft-cover trade books to two of the third-grade teachers who have requested them for their home reading program.

At 8:45, reading period begins. To the sounds of "Reading Jogs Your Mind" played over the loudspeaker, children change classes for reading. Ms. Lyle is pleased to see that the changing of classes is going very smoothly, and she smiles and gives a "thumbs up" sign to several teachers who are monitoring the process.

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* This vignette is a composite of the experiences of several facilitators in several Success for All schools. It is primarily the work of Johns Hopkins facilitators Alta Shaw and Lynne Mainzer. All names, including that of the school, are fictitious.

When the children are settled, Ms. Lyle starts her "Monday stroll" through the building. She visits all the classes briefly, just long enough to see what lesson each teacher is on and to get a flavor of what is happening. She keeps notes on a clipboard, identifying issues to bring up with teachers later on. After the "stroll," Ms. Lyle spends time with two fourth-grade teachers who are using Beyond the Basics for the first time this year. During her class visits, Ms. Lyle listens to children read, models how to monitor partner reading, praises students who are working well in their cooperative groups, models preventative classroom management strategies by moving close to a pair of students who are giggling to each other, and signals to the teacher that she likes what she's seeing.

In her "Monday stroll" and other brief classroom visits, Ms. Lyle is identifying teachers who need more intensive help. Later in the week she will meet with these teachers, discuss any problems, and collaboratively work out a plan. The plan could include Ms. Lyle teaching a demonstration lesson, covering a class so the teacher could observe another teacher, or scheduling a series of observation sessions followed by feedback and additional observations.

At 10:15 the reading lesson ends and students return to their homerooms. Ms. Lyle checks in with a preschool teacher who has asked for help with her STaR program, and then looks in briefly on two kindergarten classes that are doing thematic units on African American history. At 10:45 Ms. Lyle visits a tutor who is experiencing a great deal of trouble with one child. In the observation she notices that the child is squinting at the page. After he leaves, she suggests to the tutor that the child may need glasses, and she makes a note to mention this to the Family Support Team.

At 11:00, the Family Support Team meets. It is attended by the principal, the school's social worker, a parent liaison, and a second-grade teacher, as well as Ms. Lyle. The teacher is there to discuss problems she is having with two children. One has inconsistent attendance, frequently coming to school late or not at all. Another is constantly getting into fights. The team first discusses the truant child. After trying out several ideas, they decide to have the social worker meet with the child's mother and arrange to call her at 9:00 each day the child is absent. In addition, they propose asking a neighbor who walks her child to school every day to stop by and pick up the truant child each morning. The teacher suggests a behavior contract system for the child who gets into fights. The parent liaison agrees to meet with the child's parents and to set up a system in which the teacher will send home a note each day the child stays out of fights. The parents will be given ideas for fun things to do with the child when he brings home a "good day" note.

After the teacher returns to her class, Ms. Lyle brings up the child who seems to need glasses, and the group discusses how to get vision screening for all children and how to get glasses from the local Lion's Club for those who cannot afford them. They also discuss upcoming "parent evenings," additional ways to involve parents in the school, and other topics.

It is now 11:45 — lunch time. As usual, it's a working lunch for Ms. Lyle. Today she meets with the school's special education resource teacher to plan a workshop on strategies teachers can use in the classroom to help students with learning disabilities. The special education teacher teaches a reading class composed of students with and without IEPs, and she tutors identified special education students in the afternoon. However, much of her job is preventing students from being referred to special education by helping classroom teachers and tutors meet students' needs. Ms. Lyle and the special education teacher discuss several children who are having serious learning problems and brainstorm strategies to adapt to their needs without entering the formal special education referral system.

After lunch, Ms. Lyle videotapes two tutoring sessions. The videos will be sent to Johns Hopkins for feedback and suggestions, and used in telephone conferences with Hopkins staff to help Ms. Lyle build her own skills in noticing and responding to effective and ineffective tutoring strategies. Afterwards, she meets with a third-grade teacher to plan an observation the next day. She drops in on a "Read-In" going on for first graders, where parent volunteers and some students from the middle school across the street are listening to first graders read. At 1:45, she meets a student who is new to the school and gives him an informal reading inventory to place him in a reading group. She then briefly visits all of the fourth grades, which are beginning to use a cooperative learning program in math.

Immediately after school, Ms. Lyle has a brief meeting with the fifth-grade teachers to discuss their writing program. They are preparing class "mystery books" to be read to the school at a Halloween assembly. They discuss some problems they are having with the peer editing process, and Ms. Lyle promises to visit their classes to see if she can make some suggestions.

At 3:30 Ms. Lyle has a cup of coffee with the principal, Mr. Walker, who has had an equally exhausting day. She tells him all the good things she's seen that day, and discusses vision screening, an upcoming workshop on classroom management, and some issues around special education and Chapter 1. At last, Ms. Lyle goes home, where she will spend part of the evening going over the results of the first eight-week reading assessments to identify children who need to be in a different reading group, need tutoring, or are not making adequate progress.

Is every facilitator's day as full as this one? Most facilitators would say that Ms. Lyle's day is, if anything, an easy one, since there were no crises in it. Our experience with facilitators tells us how much it takes to bring about systemic change throughout inner-city elementary schools. Nothing less than the extraordinary efforts of talented facilitators whose entire job is to bring about change will ensure the full implementation of a program as comprehensive as Success for All.

Maintaining Program Integrity: The Johns Hopkins Role

When Success for All began in Baltimore, the role of our staff was much like that of school-based facilitators. We conducted training, monitored implementation, attended Building Advisory Committee and Family Support Team meetings, and so on. As we have expanded beyond Baltimore, our role has had to change substantially. Our staff is now in the position of trying to enable the schools to manage Success for All on their own. We still conduct the initial training of teachers and facilitators, but our function after the initial training is directed toward empowering the school's staff to solve its own problems as much as possible.

As of this writing, our staff includes six full-time facilitators (called "Hopkins facilitators" to distinguish them from school-based facilitators). We also have a social worker who does training and monitoring of the family support programs in all Success for All schools. The Hopkins facilitators are experienced teachers who perform a variety of tasks. First, we have a subcontract with Baltimore City Public Schools to provide facilitator services to three of the Success for All schools. This responsibility is shared among all of our Hopkins facilitators, and provides them with invaluable experience in managing the program up close before they begin to help school based facilitators elsewhere to do so.

Second, Hopkins facilitators are responsible for the initial training provided to new Success for All schools. They then work with the new schools to help them implement the program over time. Two Hopkins facilitators visit new schools for about six days each year to conduct additional training, and to monitor implementation.

After the initial training, our efforts in new Success for All schools focus on enhancing the skills of the school based facilitators to manage the program on their own. For example, in visits to the schools, Hopkins facilitators spend time in classes and tutoring sessions with the school based facilitators. The main purpose of these visits is to help the school based facilitators see what the Hopkins facilitators see. They share observations and insights to come to a common understanding of what portions of each teacher's lessons are good, what parts need improvement, and what strategies the school based facilitators might try in order to improve the teacher's skills.

These visits are supplemented by frequent telephone contacts between our staff and the school based facilitators. In addition, we have increasingly been using speakerphones at the schools to enable our facilitators to have "meetings" with several school staff members, and we are beginning to have school-based facilitators videotape teachers' lessons and send them to Baltimore so that our staff can offer feedback and suggestions. In addition, school based facilitators send us monthly reports to keep our staff informed of the program's progress and problems.

Maintaining the integrity of the program while allowing it to meet the different needs of different schools and communities is a constant, dynamic process. Part of this process takes place in the early negotiations, when our staff works with district and building administrators to adapt the model to district resources, needs, and interests. When the program is under way, there are frequent questions about adaptations and alterations. We generally support adaptations in curriculum and instructional methods as long as they are consistent with the overall program goals of early intervention, rapid pace, and high expectations for all.

In addition to training and supporting implementation of Success for All, our staff has several other roles. We are continually working to develop and improve our curriculum materials, teachers' manuals, and training materials and procedures. Our research staff leads the development activities, but each of our facilitators has an area of curricular expertise in which he or she does much of the development.

Our staff also conducts quantitative evaluations of each Success for All implementation. We feel this is critical not only for research purposes, but also as feedback to schools and districts on the program's effects. These evaluations compare Success for All to matched control groups, primarily on individually administered reading measures, retention rates, and special education placements. We have more than enough data to indicate that Success for All works when it is adequately implemented (see Chapter 7). However, we must know whether it is working in *each site*, and the usual standardized tests given by school districts are inadequate for this purpose in the early elementary grades (see Slavin and Madden in press).

As the use of Success for All expands, we have begun to establish regional training sites to take on many of the functions now performed at Johns Hopkins. In addition, we are increasingly involving outstanding teachers and facilitators from Success for All schools in our training programs. We are very conscious of the problems of "scaling up" a program from pilot to national dissemination without watering down the program or losing the features that made it effective in its early sites. We are trying at every stage to maintain the quality and integrity of the model by building on our strengths and insisting on systems that ensure top-quality implementation at every participating school without being so rigid or prescriptive that the program cannot adapt to meet local needs.

Chapter 7
Research on Success for All

Success for All works. In evaluation after evaluation, students in Success for All schools are found to read better than students in matched comparison schools and to be retained far less often. Evaluations that have examined special education referrals have found fewer referrals and placements for learning disabilities in Success for All schools. In a sense, it would be surprising if these outcomes were not found; Success for All combines instructional methods known from earlier research to be effective, including one-to-one tutoring (see Wasik and Slavin 1990).

In addition to documenting these overall effects, research on Success for All has explored many other questions. One is the magnitude of effects that the program can achieve. Another is the question of effects for the most at-risk students, those in the lowest quarters of their grade cohorts. Which elements of this complex program most account for its effects? How long does it take for effects to appear, and how do they build over time? What are the program's effects for students with limited English proficiency? These and other questions are addressed in this chapter.

Evaluation Design

Success for All uses the same rigorous evaluation design in all its sites. The emphasis on top-quality evaluations in every site serves several purposes. First, evaluations across many sites allow us to learn from variations in resources, program elements, implementation quality, and site characteristics. Second, annual evaluations provide an internal check on program implementation and effectiveness. We know (from evidence summarized in this chapter) that Success for All works if it is properly implemented, so when we get discrepant findings at a given site this directs us toward finding the problem. Third, annual assessments using individually administered reading tests are necessary in many cases to counter misleading local assessments. In particular, the fact that Success for All greatly reduces retention rates in high-retention districts means that simplistic comparisons of standardized tests for given grade levels understate the program effects, because over time control students at a given grade may become significantly older than their Success for All counterparts (see Slavin and Madden in press). This and other problems with routine district evaluations, especially Chapter 1 evaluations, make it imperative for each Success for All school have its own independent evaluation in comparison to a control group on measures of unimpeachable reliability and validity.

Matching —

Success for All schools are always matched with comparison schools that are similar in the percent of the students receiving free lunch, past achievement level, and other factors. Students from these schools are tested on the same individual reading assessments as students in the Success for All schools. Each Success for All student is then individually matched with a control student on standardized achievement test scores, usually from kindergarten. The purpose for this individual matching (within matched schools) is primarily to allow us to follow individual children over time, even if they are ultimately retained or end up in special education.

Measures —

The main assessments of reading ability used in Success for All are individually administered by specially trained testers, usually students from local colleges. The specific measures used are as follows.

Language. Two tests of receptive and expressive language are typically individually administered to preschool and kindergarten students.

- Test of Language Development (TOLD) (Newcomer and Hammill 1988). Individually administered Picture Vocabulary and Sentence Imitation Scales from the TOLD are used to assess receptive and expressive language concepts, respectively, of preschool and kindergarten students.
- Merrill Language Screening Test (Mumm, Second, and Dykstra 1980). The individually administered comprehension scale from the Merrill is used to assess the ability of preschool and kindergarten students to understand complex story structure.

Reading. Three individually administered reading scales selected from two widely used, nationally standardized reading batteries are used to assess a full range of reading skills. These scales are described below.

- Woodcock Language Proficiency Battery (Woodcock 1984). Two Woodcock scales, Letter-Word Identification and Word Attack, are individually administered to students in grades K-3. The Letter-Word scale is used to assess recognition of letters and common sight words, while the Word Attack scale assesses phonetic synthesis skills.
- Durrell Analysis of Reading Difficulty (Durrell and Catterson 1980). The Durrell Oral Reading scale is administered to students in grades one through three. Oral Reading presents a series of graded reading passages that students read aloud, followed by comprehension questions.

Other factors. In addition to these individually administered measures, we typically obtain measures of retentions, special education placements, and attendance from school district records.

Analyses —

Data are analyzed using analyses of covariance, with pretests as covariates. Outcomes are characterized in terms of effect sizes, which are the differences between experimental and control means divided by the control group's standard deviations. All analyses use raw or standard scores; grade equivalents are reported to facilitate understanding, but are not used in the analyses. For each of the analyses of reading achievement in grades one through three, comparisons are made between all students at each grade level, and then separate analyses compare students who scored in the lowest 25 percent of their grades on pretests. The purpose of this low 25 percent analysis is to see the degree to which the Success for All program affects the achievement of the students who are most at risk.

Findings: Success for All in Baltimore

The first schools to implement Success for All were in the Baltimore City Public Schools. Abbottston Elementary School was the pilot school. It began during the 1987-88 school year. In the following year, four additional Baltimore schools were added. One, City Springs Elementary School, was the poorest and lowest-achieving school in the city. Both Abbottston and City Springs received significant additional resources, approximately $400,000 beyond their usual Chapter 1 allocations, to implement a full-scale model with adequate tutoring, family support, prekindergarten, and full-day kindergarten programs. Also in 1988-89, three additional schools implemented a slimmed-down version of Success for All using only their existing Chapter 1 dollars plus money for a half-time facilitator, training, and materials from a federal dropout prevention grant. Table 7.1 summarizes the characteristics and resources of each of the Baltimore City Success for All sites.

The five Baltimore City sites are particularly important because as of this writing they are five of the six Success for All schools in which students have been in the program for at least three years. The sixth, Philadelphia's Francis Scott Key Elementary, is discussed in a later section. What is important about having three years of data is that the main goal of Success for All is to see that all students end the third grade on time at acceptable levels of performance. Since the program's emphasis is on early intervention, students who start in the program in second or third grade are expected to do better than control students but not to make the substantial gains we expect of students who begin in first grade or earlier. This expectation has been borne out by evidence from earlier evaluations (see Madden et al. 1991). After three years of intervention we do expect students at all primary grade levels, one through three, to be performing at high levels in comparison with control groups, and this is the first year we can assess this with relatively large numbers of schools.

Table 7.1 — Characteristics of Baltimore Success for All Schools

School	Enrollment	Ethnicity	Percent Free Lunch	Years in Program	Resource Level	Number of Tutors	Preschool?	Full-Day Kindergart?	Add'l Family Support Staff	Full/Half Time Facilitator
Abbottston Elementary	550	97% Black	83%	4	High	6	Yes	Yes	2	Full
City Springs Elementary	500	99% Black	97%	3	High	9	Yes	Yes	2 1/2	Full
Dallas Nicholas Elementary	439	99% Black	98%	3	Low	2	Yes	No	0	Half
Dr. Bernard Harris Elem.	634	100% Black	94%	3	Low	3	Yes	No	0	Half
Harriet Tubman Elementary	475	100% Black	94%	3	Low	3	Yes	Yes	0	Half

Reading Achievement —

Figure 7.1 (page 56) summarizes the effects of Success for All on the reading achievement of students in grades one through three in the five Success for All schools. (For detailed tables, see Madden et al. 1992.) The figure shows average grade equivalents across the three reading measures for experimental and matched control students. At the top of each pair of bars is the effect size (ES), which is the proportion of a standard deviation by which the Success for All students exceeded their matched counterparts.

Looking over the figure, we can clearly see that Success for All is having a strong and consistent impact on students' reading achievement. For students in general, every difference in every school at every grade level is statistically significant, and most differences are also very large.

Figure 7.2 (page 57) summarizes the average grade equivalents and effect sizes across all five schools in Baltimore. On average, Success for All students exceeded control students by almost three months in grade one (ES = +.62), more than five months in grade two (ES = +.60), and more than seven months in grade three (ES = +.57). Additional evaluations not shown in this figure found that differences between Success for All and control kindergartners were statistically significant on Merrill Comprehension (ES = +.28), TOLD Picture Vocabulary (ES = +.43), and TOLD Sentence Imitation (ES = +.30).

As in all previous Success for All evaluations, the largest effects are on the students who were most at risk at the program's beginning. This is not surprising; these students receive most of the one-to-one tutoring and other services, and the focus of the program is on bringing all students to an adequate level of performance. At-risk students in Success for All outperformed their matched comparison students by almost four months in first grade (ES = +.81), five months in second grade (ES = +1.00), and seven months in third grade (ES = +.97).

It is also not surprising to find that the largest effects are generally found at Abbottston Elementary, the pilot school. It is the only school that has been in the program for four years, and is thus the first to have students completing the third grade who had been involved since kindergarten. Along with City Springs, Abbottston has had more resources to devote to ensuring the success of all students. Abbottston students completing third grade scored more than a full grade equivalent (G.E. = 4.0) higher than controls (G.E. = 2.8), with an effect size of +.81. The lowest 25 percent of students completing the third grade were still performing below grade level (G.E. = 3.1), but were far ahead of the at-risk control students, who were two full years below grade level (G.E. 1.9) and more than one year behind their counterparts at Abbottston (ES = +1.91). In fact, what is striking throughout the evaluation data is how poorly the control groups performed. This surely would have been the fate of the Success for All students without the program.

Retentions—

It is a policy of the Success for All program to avoid retaining students except under the most extreme circumstances, especially in fully funded schools. This is not to say that every child meets usual district standards for promotion at the end of each year. However, the program's philosophy holds that if students are having academic problems, they should continue to receive tutoring, instruction appropriate to their needs, family support services, and other interventions rather

Figure 7.1 — Average Grade Equivalents and Effect Sizes in the Five Baltimore Success for All Schools (Year 4)

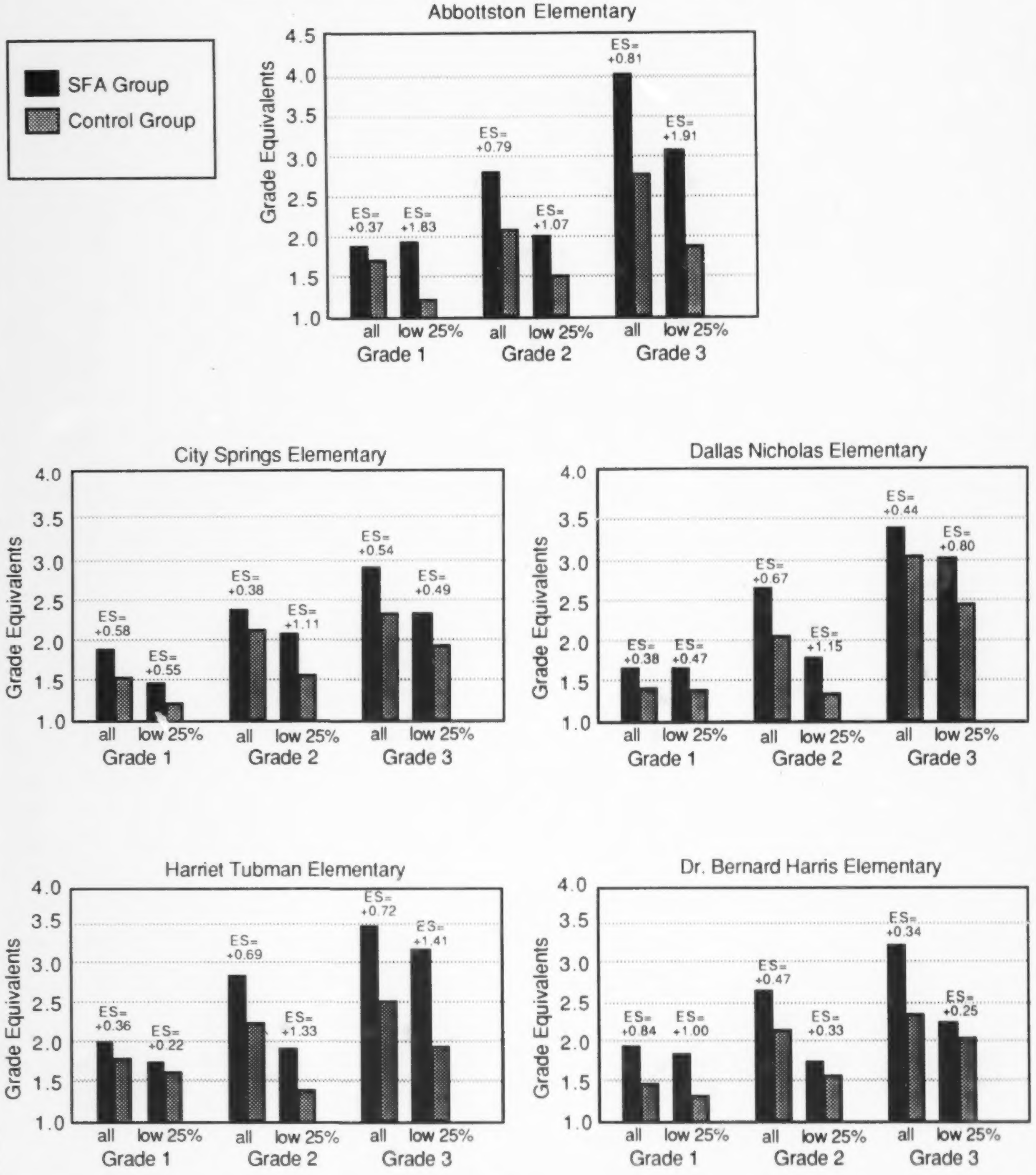
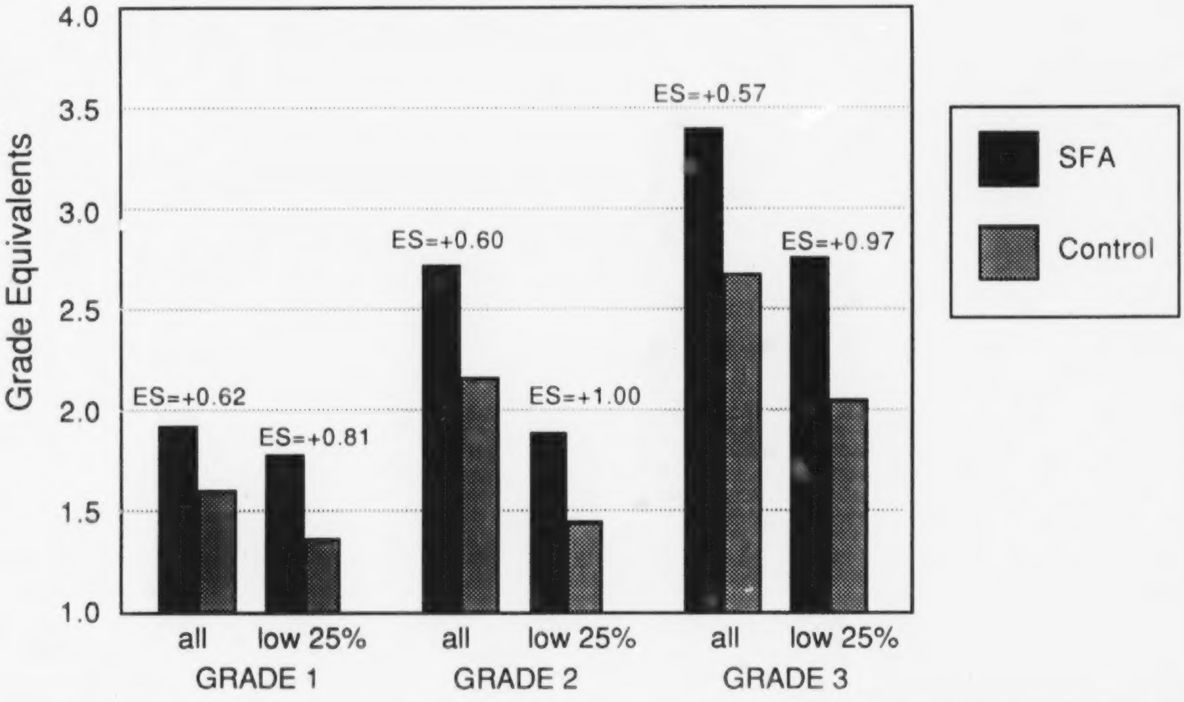


Figure 7.2 — All Baltimore Success for All Schools: (Year 4) Average Grade Equivalents and Effect Sizes



than repeating a grade. The result of this policy (plus the objectively higher student achievement) has been a dramatic reduction in retentions in all schools.

The reductions in the number of students retained in grade at all five Baltimore Success for All schools are shown in Figure 7.3 on page 58 (from Madden et al. 1992). The figure shows that retentions quickly fell to near zero in the fully funded schools (Abbottston and City Springs), but declined more slowly in the schools funded only by Chapter 1.

Data on the cumulative retentions of students in Success for All and control schools in Baltimore are shown in Table 7.2 on page 60. "Grade" indicates the grade students would have reached had they been promoted each year. The table shows the percentage of students who started together in first grade and continued in the same school but were then retained at some point. Among control students who should have been in fourth grade, 31 percent had been retained. At Abbottston Elementary (the only school in the program for four years), only two children (4 percent) had been retained. Among students who should have been third graders, half as many Success for All as control students were retained (13 percent compared to 25 percent); only one Abbottston student (2 percent) was retained. Eight percent of control students who should have been in second grade were retained, while only 2 percent of Success for All students were retained.

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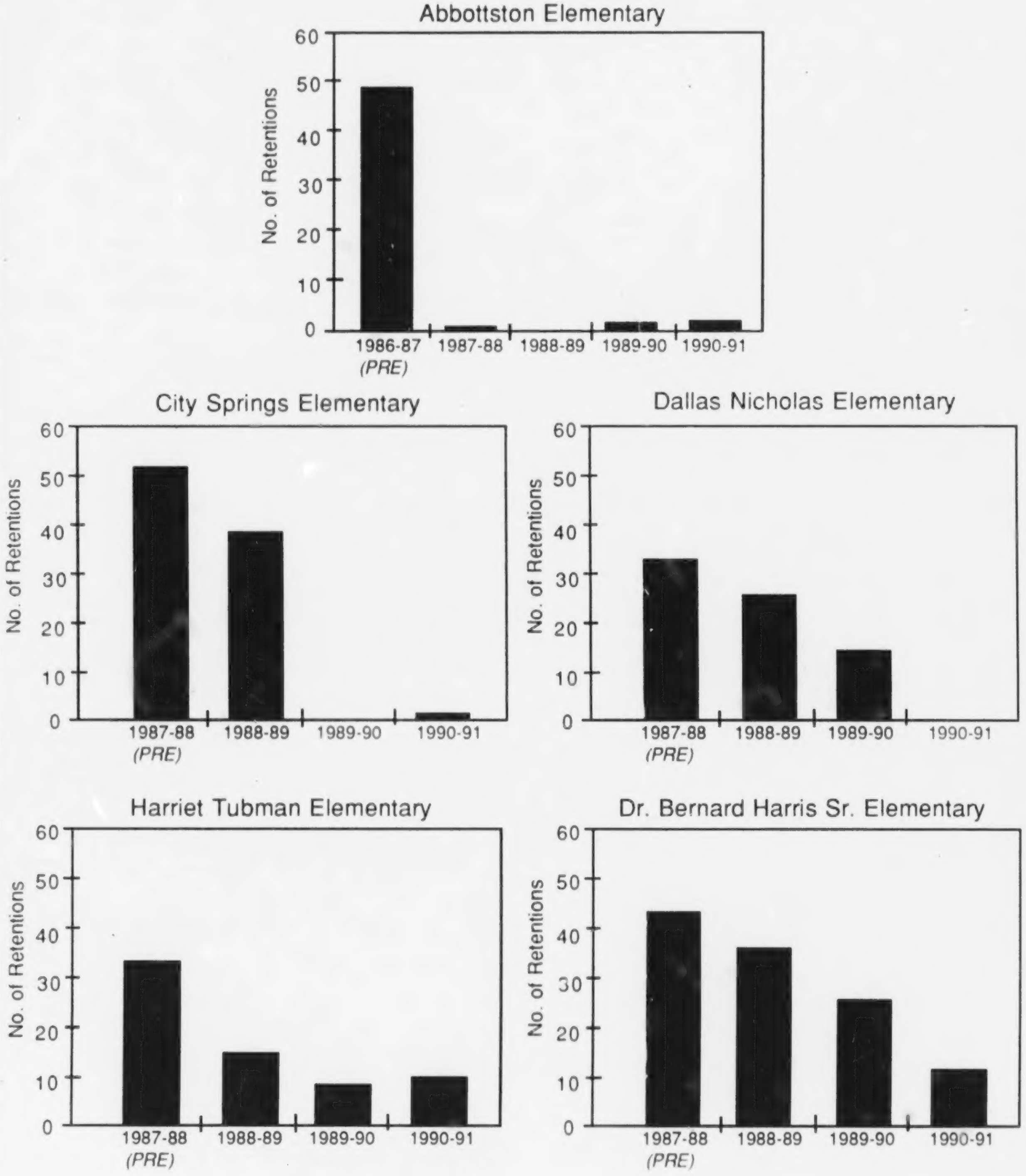
Figure 7.3 — Grade Retentions in Baltimore Success for All Schools



Reversing longstanding retention policies was difficult for many Success for All schools, but over time the school staffs have come to enthusiastically support the policy of passing marginal students and continuing to provide them with tutoring and other assistance rather than failing them. These students usually do catch up in the following year, and while they are still below grade level in performance they do far better than their counterparts in the control group who were retained. At an annual per-pupil instructional cost of more than $2,300 (in Baltimore), an additional year of instruction for retained students is an expensive form of remediation. The same amount of money can buy about 26 weeks of daily 20-minute tutoring sessions, a far more effective and humane intervention than having a student spend another year in the same grade.

Special Education —

A major goal of the Success for All program is to keep students with learning problems out of special education if possible. When a child is having serious learning problems in a Success for All school, the staff exhausts all other possibilities before beginning the formal referral process that may lead to special education. Only after tutoring, family interventions, adjustments in curricular approaches, and other interventions have been tried is a child considered for special education, and even at the referral stage every effort is made to find solutions other than special education for students who have IQs above 70.

Like many states, Maryland uses a system of special education "levels." Level 1 refers to consultation but no direct service, Level 2 to special education services up to one hour per day, Level 3 to special education services one to three hours per day, and Level 4 is a self-contained program in a regular school. Level 1 is rarely used, and Level 2 usually means services for speech. The main focus of Success for All is on reducing assignments to Levels 3 and 4, which are the typical placements for students considered learning disabled or educable mentally retarded.

Table 7.3 (page 61) shows the results of Success for All's emphasis on early intervention and alternatives to special education. The table shows only students who have been in their school since first grade and who live in the school's attendance zone (since students are sometimes sent to special education programs outside of their normal attendance zones). At Abbottston, not a single fourth grader who had begun the Success for All program in first grade was in special education. Among third graders, control students were almost 50 percent more likely to be assigned to Level 3 or 4 special education than were students in the average for all Success for All schools.

However, there were no differences among second graders. Since special education placements are usually cumulative (few students ever leave special education), it is likely that the differences seen in the later grades have not yet appeared by second grade.

In Baltimore, reducing special education placements is only one among many objectives of Success for All, but there is one implementation site outside of Baltimore in which reducing special education placements was a major goal. The Maryland State Department of Education's Special Education Division provided seed money for an evaluation of Success for All in a rural Maryland district trying to reduce its high special education placement rate. Buckingham Elementary School in Berlin, Maryland, began implementing Success for All in the 1989-90 school year. In

Table 7.2 —
Cumulative Percentage of Students Retained in Success for All and Control Schools

GRADE 4

Success For All				Control			
School	Total	Retained	%	School	Total	Retained	%
Abbottston	42	2	4	A	56	14	25
				B	57	16	28
				C	53	21	40
				E	50	17	34
				F	46	12	26
Total	42	2	4	Total	262	80	31

GRADE 3

Success For All				Control			
School	Total	Retained	%	School	Total	Retained	%
Abbottston	48	1	2	A	80	22	28
City Springs	51	11	22	B	63	18	29
Dallas Nicholas	33	3	9	C	59	7	12
Harriet Tubman	44	5	11	D	60	21	35
Dr. Bernard Harris	58	11	19	E	54	10	19
Total	234	31	13	Total	316	78	25

GRADE 2

Success For All				Control			
School	Total	Retained	%	School	Total	Retained	%
Abbottston	56	1	2	13	103	9	9
City Springs	47	0	0	35	72	8	11
Dallas Nicholas	45	2	4	97	58	7	12
Harriet Tubman	64	2	3	139	77	5	7
Dr. Bernard Harris	72	2	3	163	68	2	3
Total	284	7	2	Total	378	31	8

NOTE: All data are for students who started together in first grade and stayed in the same school. "Grade" indicates the grade students would have reached had they been promoted each year.

the year before the program began, 12 students in grades K-3 were assigned to special education for learning disabilities. In 1989-90, this was reduced by 75 percent, to only three students; in 1990-91, only two students in grades K-3 were identified as LD. Of 11 students in self-contained special education programs in September, 1989, all have been mainstreamed to Levels 2 or 3.

Are reductions in special education placements the result of reduced need for special services, or the result of a policy of serving students in different ways? The answer is, some of both. The main reason that students are identified as LD is that they are reading far below grade level (Norman and Zigmond 1980). Two years below level in third grade is a traditional criterion for referral. Only 3.9 percent of all third graders in all Success for All schools (including those who would ordinarily have been assigned to special education) are reading at this level. In contrast, 11.7 percent of third graders in control schools are reading two or more years below grade level.

Table 7.3 — Cumulative Percentage of Students Assigned to Special Education in Success for All and Control Schools

GRADE 4

Success for All						Control					
		DEC Level			%			DEC Level			%
School	Total	2	3	4	3-4	School	Total	2	3	4	3-4
Abbottston	32	0	0	0	0.0	A	38	0	5	2	18.4
						B	48	0	3	3	12.5
						C	45	3	1	2	6.6
						D	46	1	0	4	8.7
						E	43	0	1	3	9.3
Total	32	0	0	0	0.0	Total	220	4	10	14	10.9

GRADE 3

Success for All						Control					
		DEC Level			%			DEC Level			%
School	Total	2	3	4	3-4	School	Total	2	3	4	3-4
Abbottston	44	1	1	0	2.3	A	59	2	5	2	11.9
City Springs	50	2	1	4	10.0	B	55	0	0	4	7.3
Dallas Nicholas	31	0	0	0	0.0	C	54	1	2	1	5.6
Harriet Tubman	34	2	1	0	2.9	D	60	2	2	0	3.3
Dr. Bernard Harris	51	0	1	1	3.9	E	53	4	1	1	3.8
Total	210	5	4	5	4.3	Total	281	9	10	7	6.0

GRADE 2

Success for All						Control					
		DEC Level			%			DEC Level			%
School	Total	2	3	4	3-4	School	Total	2	3	4	3-4
Abbottston	37	1	0	0	0.0	A	77	4	3	3	7.8
City Springs	46	3	0	2	4.3	B	67	0	0	3	4.5
Dallas Nicholas	42	1	0	2	4.8	C	53	2	0	0	0.0
Harriet Tubman	56	0	3	0	5.4	D	75	0	1	2	4.0
Dr. Bernard Harris	60	3	2	1	5.0	E	69	2	1	1	2.9
Total	241	8	5	5	4.1	Total	341	8	5	9	4.1

NOTE: Data are for students who live in the school's attendance zone and have been in the school since first grade. DEC Level refers to intensity of special education services (see text, page 59).

Attendance —

Figure 7.4 (page 63) shows changes in attendance at all Baltimore Success for All schools since the program began. Attendance was very poor for elementary schools, but has improved at all schools, especially at the two fully funded schools (Abbottston and City Springs), which have additional staff for this purpose.

Early Intervention with Language Minority Children: Success for All in Philadelphia

The fundamental assumption behind Success for All is that given appropriate instruction backed up by tutoring, family support services, and other early interventions, virtually all children can be successful in the primary grades (and beyond). This assumption makes sense for children who may be from impoverished homes but whose native language is English. It is equally sensible when children come from homes in which a language other than English is spoken, and the language of instruction is the same as the language of the home, as in bilingual programs. Research generally supports bilingual education for limited English proficiency (LEP) students (see Willig 1985; Wong-Fillmore and Valadez 1986).

Yet there are many circumstances in which students with limited English proficiency must be taught in English, such as when there are too few children in a school who speak a particular language to permit a bilingual program, or when there are no teachers available who speak the students' languages. In such situations, students are typically taught in English, with instruction in English as a second language (ESL) given as a supplement. Is it possible to ensure the success of all children when many are learning English at the same time as they are learning reading and other skills?

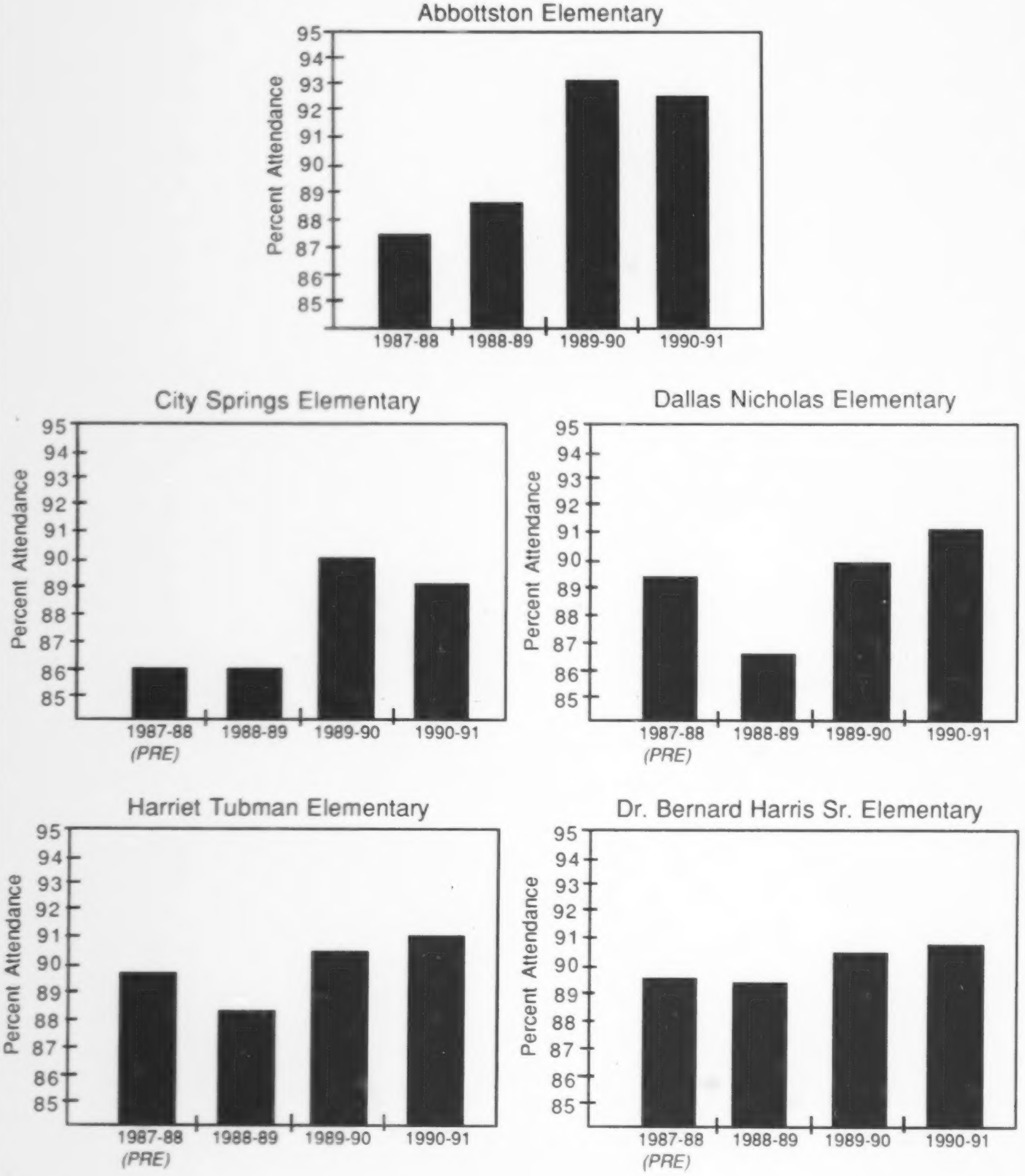
We have an opportunity to begin to study this question in our first implementation site for Success for All outside of Baltimore — Philadelphia's Francis Scott Key Elementary School. Francis Scott Key is located in one of the city's most disadvantaged neighborhoods. Nearly all of its students qualify for free lunch. When it began the Success for All program in the 1988-89 school year, approximately 50 percent of Key's students were of Southeast Asian background, particularly Cambodian. The remainder of the school was evenly divided between African American and white students. As of the 1991-92 school year, approximately 62 percent of all students are of Asian background. The Asian students typically arrive in kindergarten speaking little or no English; in most cases, their mothers also do not speak English. A Cambodian-speaking aide is the only adult in the school who speaks the students' primary language.

Adaptations of Success for All for Limited English Proficient Students —

Key School uses an ESL approach with its LEP students. That is, students are assigned to ESL teachers for varying periods of time each day depending on their English skills. In most ways the Success for All program used at Key is the same as that used in monolingual schools elsewhere. However, several adaptations are made to meet the needs of LEP students.

One important adaptation is the use of fifth graders to tutor kindergarten students (unfortunately, Key does not have a preschool program). All kindergartners are tutored, but the Cambodian children are tutored by bilingual Cambodian fifth

Figure 7.4 — Attendance in Baltimore Success for All Schools



Abbottston Elementary

City Springs Elementary

Dallas Nicholas Elementary

Harriet Tubman Elementary

Dr. Bernard Harris Sr. Elementary

graders, who help their transition from Cambodian to English. The tutors read and translate English books and, later in the year, listen to the kindergartners read from their Beginning Reading books and other materials. By the end of the year, the conversations between tutors and tutees are primarily in English, with only occasional Cambodian explanations when a child is having difficulties.

The kindergarten program in Success for All always emphasizes language development, and the Cambodian students participate in Peabody, STaR, and other activities along with their non-LEP classmates.

The ESL program at Key is closely tied to the Success for All reading program. ESL teachers teach a reading class and then serve as tutors for LEP children. During separate ESL instruction, the ESL teachers go over the content being taught in Beginning Reading or Beyond the Basics to make sure that all students understand the material. The program's philosophy is that in a non-bilingual program, success will be defined in terms of performance in English on the school's curriculum, especially its reading curriculum. As a result, the ESL teacher's most important task, especially in grades one and up, is to see that students learn the English they will need to succeed.

Evaluation —

The evaluation of Success for All at Francis Scott Key School differs in two important ways from evaluations used elsewhere. First, matching turned out to be impossible at Key because standardized tests (used elsewhere for this purpose) are not given to LEP students. As a result, students at Key were compared to students at a matched comparison school that also serves large numbers of Cambodian students (see Slavin and Yampolsky 1991 for details on this match). The second difference is that in addition to the usual measures, all Asian students at Key and its comparison school were given the IDEA Proficiency Test (IPT), a test of English proficiency with six levels based on students' ability to understand and use English.

Figure 7.5 (page 65) shows the results at Francis Scott Key for both Asian and non-Asian students on the three individually administered reading measures in grades one through three. As is clear from the figure, Asian students at Key are performing far better than Asian students in the control school at every grade level (see Slavin and Yampolsky 1991 for more detailed tables). The mean difference in grade equivalents between SFA and control Asian students is five months in first grade (ES = +1.24), 1.2 years in second grade (ES = +1.85), and eight months in third grade (ES = +.64). All differences on all measures are statistically significant ($p < .05$ or less).

The differences for Asian students at grades K-3 on the IDEA test of English proficiency are summarized in Figure 7.6 on page 65. Asian students at Key significantly exceeded those at the comparison school in grades K-2, but the effect sizes diminish each year until there is no significant difference in grade 3.

What appears to be happening with Asian students at Francis Scott Key is that they begin with a substantial "jump start" in English and in reading from the beginning of their schooling. Asian students in the control school eventually catch up in English, but by the time they do so they have lost an enormous amount of ground in reading.

Results for non-Asians, shown in Figure 7.5, are mostly like those found in assessments elsewhere. First graders average 5.5 months

Figure 7.5 — Francis Scott Key Elementary (Philadelphia)
Average Grade Equivalents in Reading and Effect Sizes for Asian and Non-Asian Students

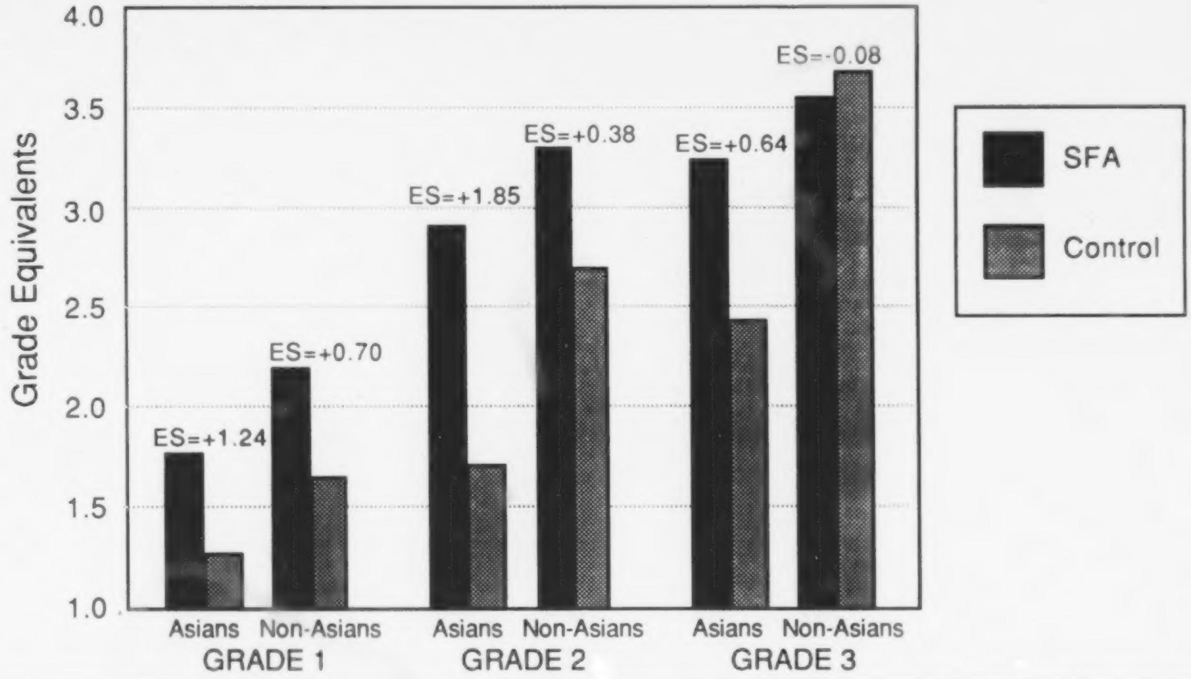
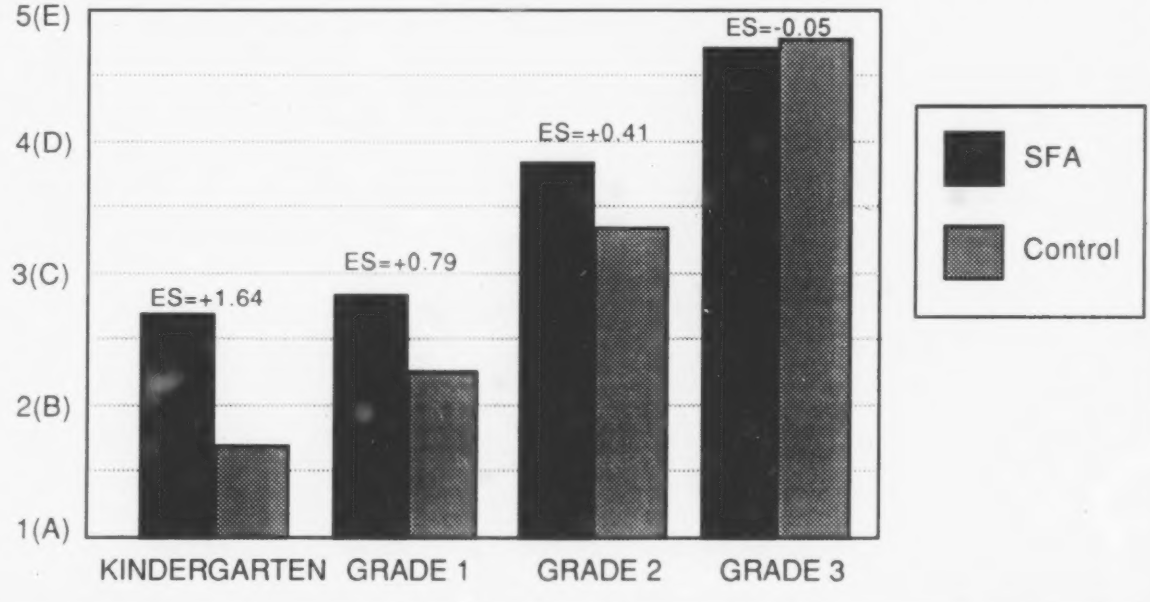


Figure 7.6 — Francis Scott Key Elementary (Philadelphia)
Asian Students' Average Levels of English Proficiency as Measured by IDEA Test



ahead of control students in first grade (ES = +.70) and six months in second grade (ES = +.38). However, no significant differences were found in third grade.

Other Success for All Evaluations

The six Baltimore City and Philadelphia schools are the first to complete three years of intervention in Success for All, and therefore they are emphasized in this chapter. However, there are other evaluations under way that are showing patterns much like those seen in the Baltimore and Philadelphia studies.

One, mentioned earlier, is the evaluation of Success for All at Buckingham Elementary School in rural Berlin, Maryland. At the end of two years of implementation, Buckingham low achievers are performing ahead of their counterparts in the control group, and special education placements for learning disabilities have been sharply reduced. However, effects on students who are not at risk, which have been consistently positive in Baltimore and Philadelphia, have not yet been seen in Berlin. Unlike the urban sites, Buckingham has middle class as well as poor children. Fifty-three percent of its students do not qualify for free lunch, and 50 percent are white. By Baltimore and Philadelphia standards, students at Buckingham and its matched control school are performing very well (see Slavin and Madden 1991 for more detailed results).

An evaluation of Success for All in Memphis, Tennessee, by Ross and Smith (1991) has also shown positive effects in its first year of implementation at Florida Elementary School, which serves one of the most disadvantaged populations in Memphis. Effects on the reading performance of kindergartners were particularly positive, averaging an effect size of +.91. For first graders overall effects were significantly positive only on the Durrell Oral Reading Scale (ES = +.41), but were very positive for the lowest achieving 25 percent of students (average ES = +.73). No differences were found for second graders in general, but again the low achievers gained substantially more than their control counterparts (average ES = +.49). The first-year findings in Memphis fit a pattern established in earlier evaluations elsewhere; after one year, effects usually appear in kindergarten and first grades, especially for low achievers, and then appear in later grades as the program goes into its second and third years of implementation.

Evaluations of Success for All are under way in several additional sites. Over time, we expect to generate a substantial longitudinal data base from many sites. This will enable us to explore many issues about student development in Success for All and control schools, providing answers that we can only infer from the data we now have.

Combining Effects Across Sites and Years

After answering the main question about Success for All — "Does it work?" — it is then important to look further at more detailed questions. For this purpose, we use a method that is common in medical research (see, for example, Lilienfeld and Lilienfeld 1980) but rare in educational research: combining the results of small-scale experiments conducted in different locations at different times into one large-scale experiment. In medicine such a procedure is called multi-site clinical trials, as when patients with a particular disease entering a variety of hospitals over some period of time are given either a new drug or a placebo. If the disease is relatively rare, no one hospital's experiment would have an adequate sample to assess the drug's effects, but combining results over many hospitals over time does provide an adequate sample.

In the case of Success for All, we have combined experimental-control comparisons in different schools over the years. For example, across the eight Success for All schools from which we have adequate data, 22 first-grade cohorts have experienced the program. By using the cohort as the unit of analysis, we can ask and answer many questions that would be difficult to answer looking only at schools in a given year.

We call this method a "multi-site replicated experiment" design. Pooling effects across many experiments is, of course, a common procedure in meta-analysis (Glass, McGaw, and Smith 1981), but there is a key difference between a meta-analysis and a multi-site replicated experiment. Meta-analysis has been criticized for "combining apples and oranges," putting together the results of experiments that differ in treatments, measures, and many other features (see, for example, Slavin 1984a). In multi-site replicated experiments, similar treatments, measures, and experimental designs are used in all sites, so results can be pooled more confidently.

In the comparisons presented in the following sections, results are combined across schools and years to answer important questions about the effects of Success for All on student reading achievement. The original data for these analyses are taken from the annual reports on Success for All in Baltimore, Philadelphia, Berlin, Maryland, and Memphis. In these comparisons, effect sizes are averaged across all individually administered reading measures (Woodcock and Durrell) for each cohort (a particular grade level within a particular school).

As noted earlier, a student is only considered to have had the Success for All treatment if he or she entered the program in first grade or earlier, so only such students are included in combined analyses. As a result, there are a total of 22 first-grade cohorts, 14 second-grade cohorts, and seven third-grade cohorts across the eight Success for All schools: Abbottston (four years of implementation), four additional Baltimore schools (three years), one school each in Philadelphia (three years), Berlin, Maryland (two years), and Memphis, Tennessee (one year). The situation of Philadelphia's Francis Scott Key Elementary is special, because all analyses separated Asian and Non-Asian students. In this school, effects for Asian and non-Asian students were averaged, but no separate analyses for students in the lowest 25 percent of their classes were possible. For this reason, the number of cohorts for the low-25 percent analysis were 19 first grades, 12 second grades, and six third grades.

Effects of Success for All Across Cohorts —

The effects of Success for All on the reading achievement of all students who have experienced the program since first grade or earlier are shown in Figure 7.7 on page 69. The figure shows that in grade equivalent terms, the difference between Success for All and control schools increases from first, to second, to third grade. Success for All students outperform their matched control groups by almost three months in first grade, almost five months in second grade, and almost seven months in third grade. Because standard deviations also increase each year, the differences in effect size terms are essentially stable, rising only from +.46 in first grade to +.51 in third grade. For the lowest 25 percent of students, effect sizes as well as grade equivalent differences rise in successive grades. First-grade differences average almost three months (ES = +.72), second-grade differences average four months (ES = +.91), and third-grade differences average more than seven months (ES = +.99).

This pattern of rising grade-equivalent differences and mostly stable effect sizes means that students in Success for All not only end the first grade in good shape, but continue to build their advantage over their control counterparts. Unlike many programs that apply one-time treatments, the continuing interventions provided by Success for All should produce continuing growth, not just maintenance of early gains.

Do Effects Grow in Successive Years of Implementation? —

The data from successive years of program implementation allow us to ask whether the effects of Success for All at a given grade level grow from year to year. Evidence on this question is summarized in Figure 7.8 on page 69.

Figure 7.8 shows effect sizes for first and second graders according to the number of years their school has implemented Success for All. The figure shows a clear increasing trend. For example, Success for All first graders in the first year of implementation exceed their control counterparts by an effect size of +.32. The next class of first graders (second implementation year) exceeds its control group by +.46. Data for years 3 and 4 are combined, since only Abbottston Elementary has a fourth year of implementation. These first-grade cohorts exceed their controls by 67 percent of a standard deviation. Similar patterns are seen for low achieving first graders and second graders.

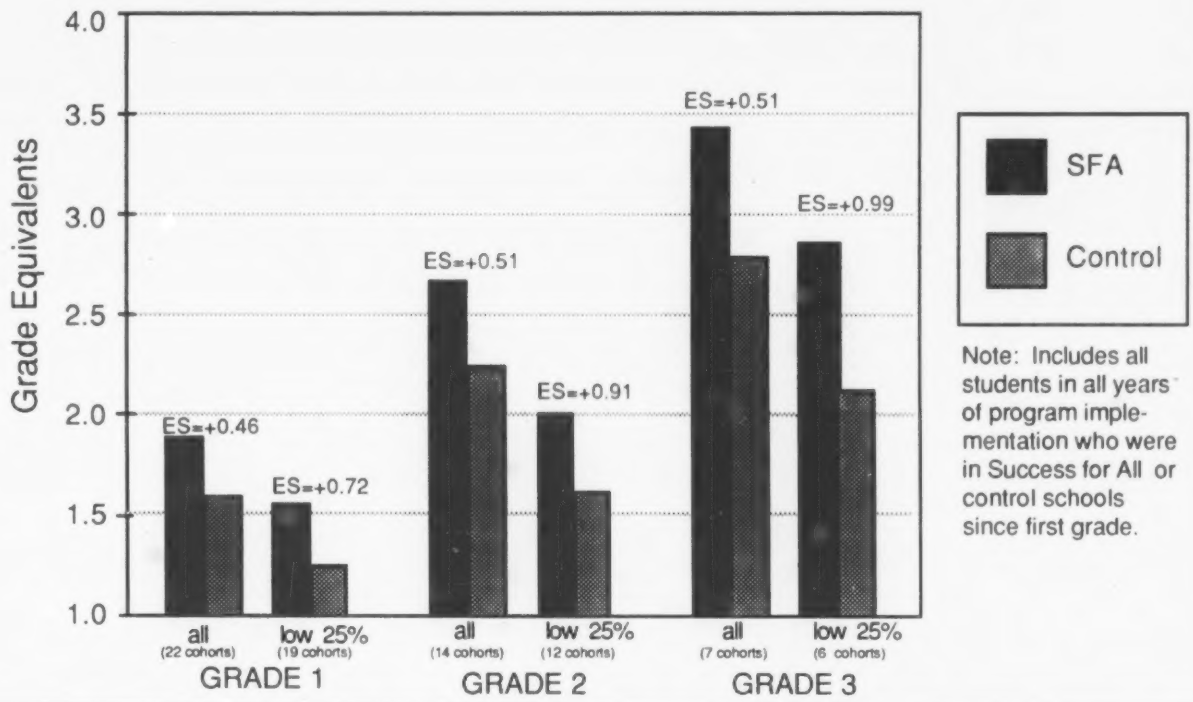
There are two likely explanations for the patterns seen in Figure 7.8. One is that the schools simply get better with practice. Success for All involves so many changes that getting all the changes implemented to a high degree of quality takes more than a year. Early implementation problems were particularly serious in the three Baltimore City Chapter 1-only schools, which (due to late notice about funding) did not get under way until November of their first year and did not fully implement such key program elements as family support until the second year.

The second likely explanation for the increasing effects of Success for All is that in each successive year of implementation students have had one more year in the program before first grade. For example, the students in the initial first-grade cohort started in Success for All in first grade. Those in the second year started the program in kindergarten, and those in the third year started in pre-kindergarten. The increasing program effects seen in the first and second grades may be evidence of lasting effects of the Success for All early childhood programs. This possibility is explored in the following section.

Effects of Prekindergarten and Kindergarten Programs —

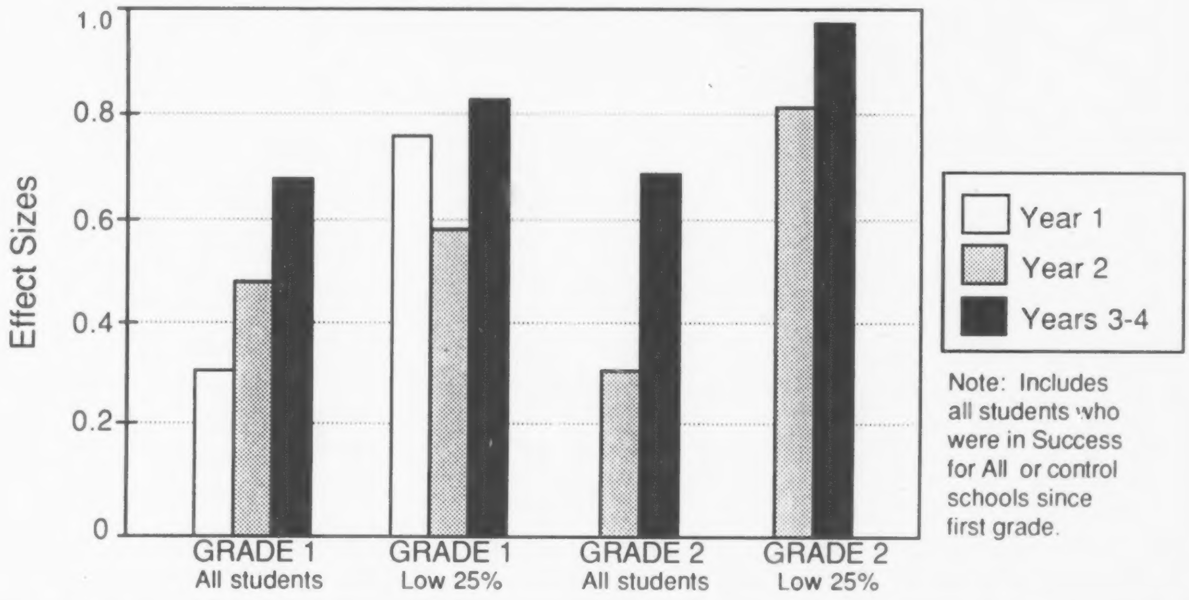
The effects of the prekindergarten and kindergarten programs in Success for All are difficult to assess in many ways. Measurement of the immediate outcomes is made problematic by the difficulty of assessing four- and five-year-old children, and long-term impacts are confounded with other aspects of the Success for All model. However, we have several different lenses we

Figure 7.7 —All Baltimore Success for All Schools (All Years) Average Grade Equivalents and Effect Sizes



Note: Includes all students in all years of program implementation who were in Success for All or control schools since first grade.

Figure 7.8 — Growth in Reading Effects in Successive Years of Implementation, All Success for All Schools



Note: Includes all students who were in Success for All or control schools since first grade.

can focus on the evaluation of the Success for All prekindergarten and kindergarten models.

Immediate (end-of-year) effects of the Success for All prekindergarten have been measured by comparing scores of Success for All pre-K students with those of control students in matched schools who have also attended prekindergarten. These comparisons have only involved the five Baltimore schools because the others have not had prekindergartens. Combining across all measures used (described earlier in this chapter) across seven cohorts, the Success for All prekindergarten group exceeded its control group by 35 percent of a standard deviation.

Kindergarten effects have been assessed in 19 cohorts, including the Baltimore sites, Philadelphia, and Memphis. The mean effect size across these assessments is +.45.

Thus, it appears that the immediate effects of the Success for All prekindergarten and kindergarten programs are positive. The best (though indirect) indication of the long-term effects of these programs is the steadily increasing reading performance of successive first-grade cohorts noted earlier. As students begin to enter first grade with experience in the Success for All kindergarten in the second year of implementation and experience in the prekindergarten and kindergarten in the third year, their reading performance consistently increases.

More research is needed to follow students with and without prekindergarten, with full-day versus half-day kindergarten, and with Success for All versus alternative programs in prekindergarten and kindergarten. This research is currently under way, as the number of schools implementing Success for All with different patterns of services before first grade continues to grow. However the early indications suggest that the Success for All prekindergarten and kindergarten models are effective and have lasting effects on students.

Does Success for All Produce Success for *All*?

Success for All does not yet ensure success for every student. Figure 7.9 on page 72 shows that, on the Durrell Oral Reading test, 15.7 percent of Success for All students are still performing at least one year below grade level, and 3.9 percent are two years behind (recall that this includes all students who would have ordinarily been assigned to special education). However, the situation in the control schools is far worse. In these schools, 38.0 percent of third graders were reading one or more years below grade level, and 11.7 percent at least two years below. At the other end of the distribution 18.1 percent of Success for All third graders performed at least a year above grade level (GE = 4.9 or more), and 4.9 percent were two or more years above. The corresponding percentages for the control group were 12.1 percent and 1.9 percent.

Will Success for All ultimately bring all children to grade level in reading? Given the program's commitment to avoiding retention and special education and given the fact that most Success for All schools are in very disadvantaged neighborhoods, it seems unlikely that the program will truly ensure grade-level performance for every single child. However, the program does substantially reduce the number of children performing below level, and this effect is increasing with each successive year of implementation. Most of the current third graders began Success for All in first grade in its first year of implementation. In later years, as students have had the benefit of the Success for All preschool and kindergarten programs, the proportion of low achievers should be reduced still further; this is already happening to a substantial degree in the first and second grades (recall Figure 7.8).

Does Money Matter?

The various Success for All schools vary considerably in levels of resources and staff (recall Table 7.1). Baltimore's Abbottston and City Springs Elementary Schools began with $400,000 in addition to their usual Chapter 1 allotments, while the three other Baltimore schools received only a half-time facilitator, materials, and training, a total of about $40,000 beyond their usual Chapter 1 resources.* Additional funding for schools in Philadelphia, Memphis, and Berlin fell between these extremes.

Because many other factors differentiated Baltimore and non-Baltimore sites, the best comparison on the impact of different resources is that between the two high-funded and three low-funded Baltimore schools. This comparison is shown in Figure 7.10 (page 72). Combining across grades one through three and all implementation years, the figure shows that money did not make a substantial difference for students in general. The mean effect size was +.55 for high-funded schools, +.47 for low-funded ones.

However, the difference for the most at-risk students was profound. For these students, the effect size was +1.04 for high-funded schools, +.63 for low-funded.

Other data lend support to the conclusion that high-funded schools make much more of a difference for at-risk students than do low-funded schools. As noted earlier, retentions are near zero for Abbottston and City Springs, but while retentions have been substantially reduced in the low-funded schools, some students are still being retained in two of the three schools. Special education data also show that Abbottston Elementary has been able to reduce to near zero its placements of students in special education for learning disabilities.

What these data mean is that it is possible to greatly improve the average achievement of inner-city students without spending significantly more money, by reallocating the Chapter 1 funds schools would have received anyway. The effects seen in the low-funded schools are extraordinary; for example, an effect size of +.47 is almost twice that found for reducing class size from 25 to 15 for four years in the Tennessee class size studies (Word et al. 1990).

However, to approach the goal of success for *every* child is much more expensive. What high-funded schools have (and low-funded schools lack) is a high ratio of tutors to students and additional family support staff. These additional personnel spend most of their time working with small numbers of children. They make a profound difference with these children, but since the most at-risk students are a small proportion of all students, their gains only make a small difference in the school's means.

The difficulty and expense, but also the importance, of providing whatever it takes to see that every child succeeds is illustrated by the case of Tavon, described in Chapter 1. Tavon's success and that of similar multi-problem children do not make a large difference in the overall mean

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* It is interesting to note that due to changes in Baltimore's Chapter 1 program, funding for all five schools is now similar, and is the same as that received by the control schools (see Chapter 8 for more on this). However, the data presented here were collected at a time when there were important funding differences.

Figure 7.9 — Distribution of Grade Equivalent Scores on the Durrell Oral Reading Test, Third Grades in Baltimore Success for All Schools (1991)

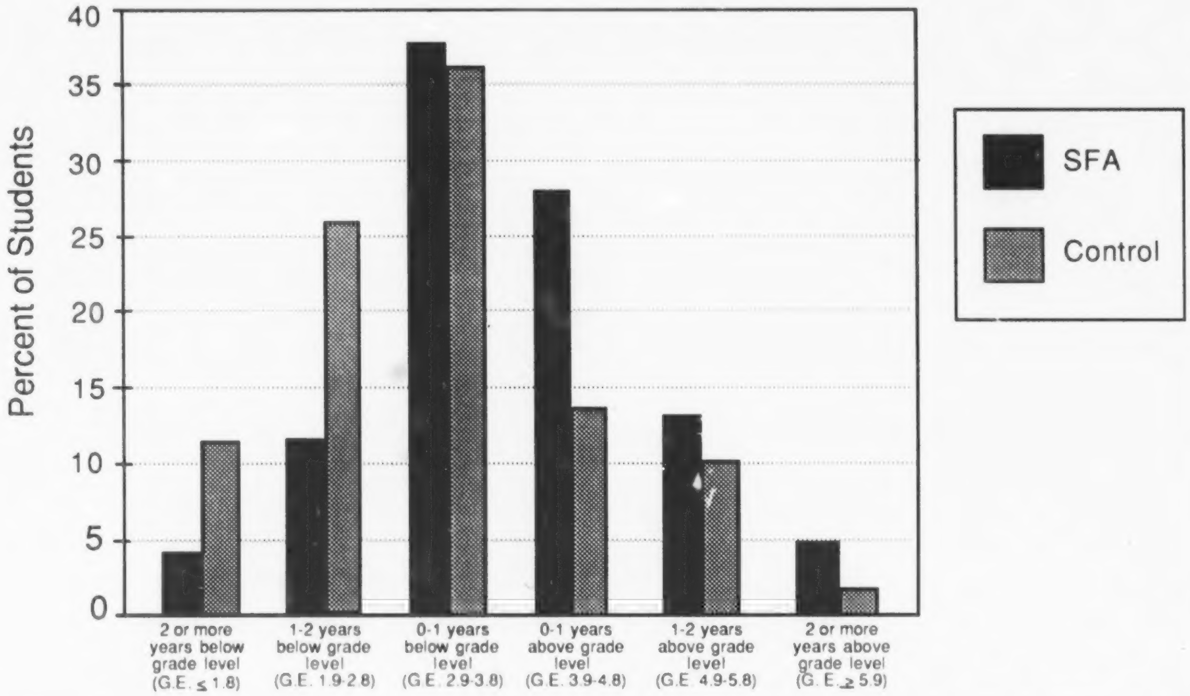
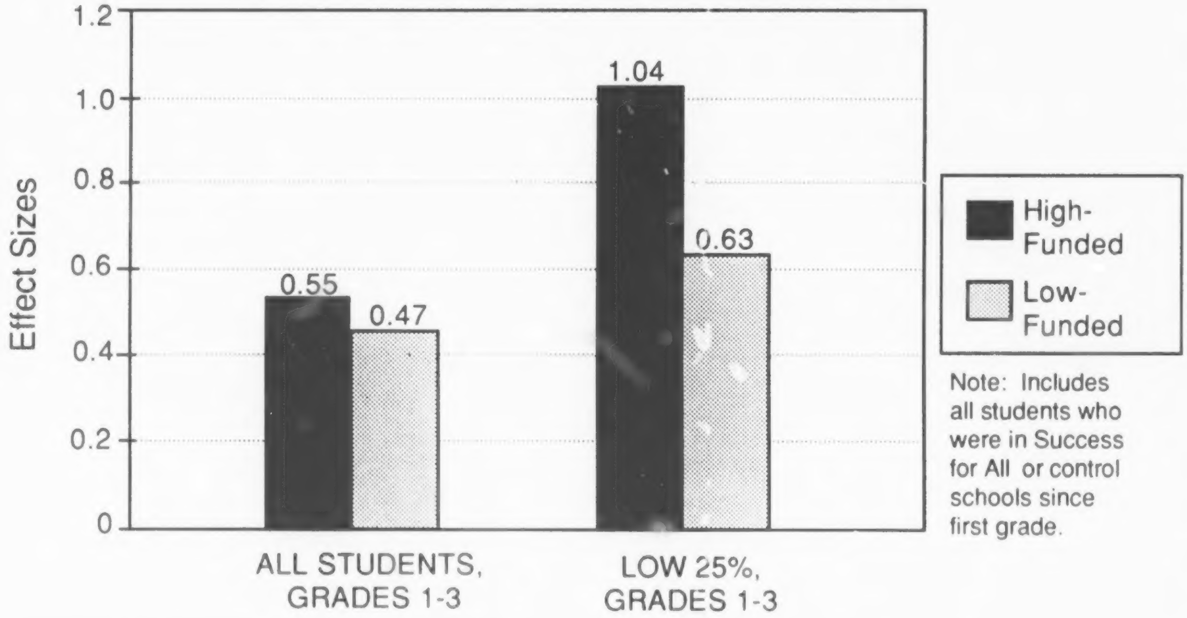


Figure 7.10 — Differences in Reading Effects Between High-Funded and Low-Funded Success for All Schools, Baltimore City



Note: Includes all students who were in Success for All or control schools since first grade.

achievement level of the school, but they do make a large difference in the achievement of the lowest 25 percent of students, in retention rates and special education placements, and in many outcomes that are more difficult to measure.

The additional expenses required to succeed with a child like Tavon are substantial, but these are the children who will ultimately cost the school system a far larger amount in special education, retentions, and other costs. For this reason, the program effects for the lowest achievers have major consequences for the cost-effectiveness of Success for All, discussed in Chapter 8.

Conclusion

The evidence summarized in this chapter shows that Success for All has an effect on a variety of indicators. It substantially increases reading achievement, especially for students who are most at risk. It substantially reduces retentions and special education placements for learning disabilities. It increases attendance. The Philadelphia study of Success for All shows that the program can have substantial effects on the reading performance and language proficiency of students with limited English proficiency.

Not only are the effects of Success for All large, but they increase with each year students spend in the program and with each successive year of implementation. Most of the program's effects on reading achievement for students in general can be achieved for little or no money beyond the Chapter 1 funds ordinarily available in high-poverty schools, but much larger effects for the most at-risk students can be achieved with enhanced funding.

While there is much we do know about the effectiveness of Success for All, there is much that we do not know. There is some evidence that the preschool and kindergarten elements of Success for All are effective, but longer-term evaluations of schools with and without these elements are needed. We need information on the degree to which each program element contributes to the overall effects. A three-semester evaluation of the Beginning Reading program without other program elements did find positive effects (see Madden et al. 1990), but this study involved only two experimental and two control schools. The contributions made by the tutors, the facilitators, the family support program, and other elements need to be separately assessed. We also need evaluations of the Success for All writing/language arts and mathematics programs.

Of particular importance is assessment of the long-term effects of Success for All beyond the elementary years. The rationale for any early intervention program depends on the idea that investing in young students will pay off in the long run, yet it will take at least a decade to really understand the long-term impacts.

Success for All was initially designed for use in urban schools serving large numbers of disadvantaged students whose native language is English. Yet as time goes on, we are also evaluating the program in different settings, including rural schools, schools serving many students with limited English proficiency, and schools whose primary interest is in reducing special education placements. We have early evidence concerning each of these, but will be studying them in more detail. In particular, we are developing a Spanish version of the program for use in bilingual programs and are modifying the program to focus even more on diverting students from special education (see Slavin et al. 1991).

In addition to further understanding the effects of Success for All in various settings, we need to understand strategies for disseminating the model, the long-term role of the facilitator, processes for collaboration, and so on.

We do not claim that every element of Success for All is the best possible solution to the problems of high-poverty elementary schools. We are constantly learning about our own program and modifying it to meet local needs or to improve it at all sites. We are also supportive of other programs trying to achieve similar ends, such as Reading Recovery (Pinnell, Lyons, and DeFord 1988) and James Comer's program (Comer 1988). There are many plausible ways to solve the same problems, and many different programs appropriate to different circumstances.

What is important is that we never lose sight of the goal of school reform, to enhance the achievement of *all* students. We must constantly assess our own programs and stick with the students, the teachers, the administrators, and the programs themselves until we are sure that every child is learning.

Chapter 8
Policy Implications of Success for All

The data presented in Chapter 7 show that the Success for All program is effective in increasing student reading performance while reducing retentions and special education placements. These findings are important in their own right, but what do they mean in the broader context of educational reform?

The experience and findings of research on Success for All have many implications for policies and practices beyond dissemination of the program itself. In particular, the success of Success for All has important meaning for policies relating to compensatory education, special education, and school reform in general. This chapter discusses these and other implications of the findings of the Success for All research.

Can Success for All Be Replicated?

The practical or policy consequences of research on Success for All would be minimal if the program depended on conditions unlikely to be replicated in schools beyond our pilot sites. Yet this is certainly not true; the program currently exists in 31 schools in 12 states and is continuing to expand. Clearly, successful implementation of the program does not depend on the existence of hand-picked staff, charismatic principals, or proximity to Johns Hopkins. The 31 schools are highly diverse and are located in all parts of the country, from California to Idaho to Texas to Alabama to Indiana.

This is not to say that every school serving disadvantaged students can successfully implement the program. It does require a clear commitment from the district, principal, and staff to a very different way of organizing their school. However, it is our belief and experience that with adequate support from their central administration, the majority of elementary schools serving disadvantaged students want to implement a program like Success for All and are capable of doing so.

The most important impediments to the widespread use of Success for All are not any lack of willingness or skill on the part of school staffs. Rather, the main difficulties revolve around the cost of the program and around our ability to provide training and support to large numbers of schools. Chapter 6 describes how we are working to expand our training and support capacity by relying more on videotapes and telephone conferences with distant sites, by helping to establish regional training sites, and by helping to develop school districts' own capacities to support the program.

In the long run, it is the cost of Success for All that poses the greatest impediment to dissemination. Success for All is an expensive program.

However, school districts that concentrate their Chapter 1 funds in their poorest schools can afford the program in such schools without additional expenditures; this is the case in Baltimore and Philadelphia, for example. Bringing in special education, state compensatory education, funding from settlements in desegregation or school finance suits, or bilingual education or ESL funding can also help support the program, and these funding sources are in fact supporting Success for All in many sites around the country.

The following sections discuss several questions relating to the cost of Success for All. First is a discussion of what the costs are. This is followed by discussion of mid-term to long-term savings brought about by the program, and a discussion of the effectiveness of Success for All in comparison to equally expensive alternatives.

Can We Afford Success for All?

The effectiveness of Success for All in ensuring that students succeed in the early grades is clear. The replicability of the program is equally clear: as noted earlier, 31 schools in 12 states are implementing the model as of this writing.

However, Success for All is expensive. When it began at Abbottston Elementary School, it cost $400,000 in addition to the Chapter 1 funds the school would have otherwise received, or $800 per student. It is important to note that this is less than the difference in per-pupil cost between Baltimore City and the rest of Maryland, so rectifying this funding imbalance would make it possible for every school in the city to implement Success for All. However, this is unlikely to occur any time soon. Given the realities of school funding, how can the program be funded? Are all of the elements (and therefore costs) equally essential? Are there savings brought about by Success for All that may offset the costs? Is the program cost-effective in comparison to practical alternatives? These are the questions now addressed.

Costs —

Success for All has been implemented with widely varying constellations of resources. Most schools fund the program by reconfiguring existing Chapter 1 funds or by supplementing them with additional Chapter 1 or other resources.

Table 8.1 on page 77 shows program costs for high-need, moderate-need, and low-need schools. "High need" means high-poverty schools in which approximately 75 percent of students qualify for Chapter 1 services; "moderate-need" means schools with 50 percent eligibility; and "low-need" refers to less impoverished schools in which only 25 percent of students qualify. The table assumes a school of about 500 students, teacher cost (salaries plus benefits) of $47,000, and aide costs of $19,000. The cost of adding three sections of half-day preschool are estimated based on 1.5 teachers, 1.5 aides, and $3,000 in materials; full-day kindergarten (extending four half-day classes to full-day) would require two teachers and two aides, plus $3,000 in materials.

Table 8.1 shows that the total costs of Success for All can vary considerably, from as little as $195,600 in low-need schools without additional costs for preschool or full-day kindergarten, to as much as $639,600 in high-need schools in which preschool and full-day kindergarten are charged to the program.

Even in its least expensive form, Success for All appears to be costly. Yet it can be achieved by reallocating Chapter 1 funds that schools are already receiving. At $1,000 per eligible student, a high-need school would receive enough to afford the program without preschool or full-day kindergarten. Many large districts are concentrating their Chapter 1 funds in their poor-

Table 8.1 — Costs of Success for All with Varying Services

	High-need school		Moderate-need school		Low-need school	
	FTE	$	FTE	$	FTE	$
Facilitator	1.0	47,000	1.0	47,000	1.0	47,000
Tutors	5.0	235,000	3.0	141,000	2.0	94,000
Social Worker	1.0	47,000	0.5	23,500	---	
Parent Liaison	1.0	19,000	1.0	19,000	1.0	19,000
Attendance Aide	1.0	19,000	1.0	19,000	---	
Materials		15,000		15,000		15,000
Training, Consultation*		23,600		23,600		23,600
Total		$402,600		$285,100		$195,600
Add Preschool** (@ $102,000)		$504,600		$387,100		$297,600
Add Full-Day Kindergarten** (@ $135,000)		$639,600		$522,100		$432,600

* Includes training fees and travel, but not release time. **Does not include space, furniture, or basic supplies.

NOTE: Costs are estimated using 1991 estimates, with salaries plus benefits for teachers at $47,000; aides, $19,000.

est schools and are providing much more than $1,000 per eligible student.

The recent dramatic increase in national Chapter 1 funding, more than a 50 percent increase since 1988-89, totally alters the question of the feasibility of Success for All. Despite cutbacks in state and local funding, the expansion of Chapter 1 enables most high-poverty schools to implement a credible form of the program, although additional funds are still usually needed if both preschool and full-day kindergarten are funded by Chapter 1.

Alternatives for Reducing the Costs of Success for All —

The variations in staff and other resources among the different Success for All schools have enabled us to examine the contribution made by many key program elements to program outcomes. Our conclusion at present is that inexpensive forms of the program can significantly increase the achievement of students in general, but to guarantee the success of *every* child requires greater funding (see Chapter 7). The fully funded schools have overall achievement effects only slightly better than those obtained in less well-funded locations, but they have much more positive effects on the performance of the most at-risk students (those in the lowest 25 percent at pretest) and on such outcomes as retentions and special education placements. For the students with the greatest difficulties, the provision of adequate tutoring and family support services is crucial for success, but a small number of such students in each school absorb enormous person-hours.

Having adequate resources also enabled the schools to avoid the use of expensive alternative services, such as special education and retention. For example, a student who was struggling at the end of first grade might be promoted to second grade and given continued one-to-one tutoring and family support. In a school without adequate support services, the same child would likely be retained or referred to special education. Retention rates in the fully funded Baltimore schools fell from approximately 11 percent to near zero, and special education placements for learning disabilities were substantially reduced. Retentions and special education placements were also reduced in low-funded schools, but not to the same extent (see Chapter 7).

Without question, the most important resources for at-risk students are the tutors. The effects of Success for All for the lowest 25 percent of students are closely associated with the number and quality of tutors. In most schools we have insisted on the use of certified teachers as tutors. In one school in Charleston, South Carolina, we have experimented with the use of paraprofessionals as tutors, and our preliminary assessment of this has been positive. However, in this case the paraprofessionals are very highly qualified; some are certified as teachers in other states. Reducing the costs of Success for All by cutting back on tutors would undermine the program's ability to achieve success for *all*, although it would still achieve success for *more*.

The impact of additional family support staff has been clearly seen on student attendance. Abbottston Elementary, which has the most additional family support staff, has substantially increased its average daily attendance (from 87 percent to 93 percent). Family support interventions have also been crucial for individual children who have had serious behavior problems, health problems, or other family-related problems. In addition, family support plays an important role in finding alternatives to special education placements. The impact of family support on average reading scores is probably minimal, but if Success for All is to truly mean *all*, family support is a critical component. However, most schools now create family support teams within their existing staff rather than adding staff for this purpose, so family support may not be a major factor in program cost.

Since all Success for All schools have facilitators, we cannot measure the contribution they make to program outcomes. However, our experience tells us that they are essential. The changes in instruction, curriculum, support services, and other features of the elementary program are so extensive that there must be someone whose sole job is to ensure that all elements of the program are well implemented, well coordinated with each other, and focused on the success of every child. We have experimented with half-time facilitators (who tutor in the afternoon), but we recommend against this in the early stages of program implementation.

The impact of preschool and full-day kindergarten on students in Success for All has been hard to assess (see Chapter 7). Students who have received these services appear to perform somewhat better than those who have not, but it will take a few more years to fully assess this contribution. What is clear is that students who begin the program in first grade or earlier do far better than those beginning in second or third grades. We recommend preschool and/or extended-day kindergarten primarily on the basis of others' research on these programs (see Karweit 1989a, 1989b), but we also know that regardless of early childhood programs, students entering Success for All in first grade or earlier will do very well. As a result, we recommend that school districts for whom the cost of Success for All is a major impediment seek other funding for preschool and/or full-day kindergarten or implement only one of these components.

To summarize, we believe based on our research to date that much of the overall impact of Success for All can be achieved through improvements in curriculum and instruction, with the provision of a full-time facilitator critical to success in implementation. For the lowest-achieving students, tutors are essential, and family support is also important. We are less certain about the need for preschool and extended-day kindergarten, but support them based on our experience and on evidence from other research. When hard choices have to be made, we emphasize the importance of tutors and the facilitator in addition to curriculum change as minimum requirements for an adequate implementation.

Savings Achieved by Success for All —

While the costs of Success for All must be primarily justified as an investment in children, it is important to note that the program typically incurs many savings. These are discussed below.

Retentions. The fully funded Success for All schools have reduced their rate of retentions from 11 percent to near zero, and other schools have cut retentions by almost as much. Reducing retentions has an important effect on educational costs. A retained first grader is receiving a very expensive intervention: one more year of first grade. Total per-pupil costs in Baltimore are $4,779 per year. Some of this goes to relatively fixed costs (such as administration and buildings), but approximately $2,300 is considered the "instructional cost," which increases with each additional student. Every time an elementary school retains 25-30 students it must eventually hire an additional teacher, supply an additional classroom, and so on. Reducing retentions from 11 percent to zero in a school of 500 students would save approximately $126,500 per year.

Special Education. The fully funded Success for All schools have been able to reduce special education placements for learning disabilities by about half. The additional cost of serving a Level 3 or 4 student (the usual placements for learning disabilities) is approximately $3,500 per year in Baltimore. If over a period of years the number of children in special education for learning disabilities could be cut from 8 percent to 4 percent, the annual savings in a school of 500 students would be $70,000. In addition, reducing the number of *assessments* for special education (at $500 per student in Baltimore) from 8 percent to 4 percent would add a savings of $10,000 per year.

Duplicate Services and Materials. The cost of Success for All includes expenses for staff development, an on-site facilitator, and materials and supplies over and above those ordinarily received by the school. These reduce the school's need for similar services and materials. For example, Baltimore schools have half-time master teachers whose functions can be subsumed by the facilitator. The Success for All materials replace usual books and consumable workbooks, and the training can replace district inservices. Savings for an individual school would depend on the resources already in the school. For Baltimore, savings would include approximately $23,500 for the master teacher, $8,000 in materials and supplies, and $2,000 in staff development.

Total estimated savings are as follows:

Retentions	$126,500
Special Education Placements	70,000
Special Education Testing	10,000
Master Teacher	23,500
Duplicate Materials, Inservice	10,000
Total Annual Savings	$240,000

Some of the savings listed above (such as duplicate services, materials, and special education testing) are realized immediately; others (retentions, special education placements) accumulate over time. If the school is allowed to recoup its savings instead of having them disappear into the district at large, the net costs of implementing Success for All could decline over time.

Long-Term Savings —

The preceding discussion only deals with short-term to mid-term savings realized by the school or school system. To these savings must be added the likely savings to society over the long term in costs of welfare, police, prisons, and so on. The link between school success and life success, and between these and the need for expensive social services, is well established. To the degree that Success for All ultimately reduces delinquency, dropout, teen pregnancy, or other problems strongly associated with school failure in low-income communities, its savings to society could far outweigh any costs of implementation (see Berrueta-Clement et al. 1984).

Comparison With Alternative Interventions —

Leaving aside the question of monetary savings, the cost-effectiveness of programs that are both more expensive and more effective than existing programs is hard to assess. Clearly, the effectiveness of schools serving disadvantaged students is far below what we can accept in our society. What we should do is ask, "what are the means of bringing disadvantaged students to an acceptable level of achievement?" Only then should we ask which are the least expensive of the effective alternatives.

There are several approaches to early intervention that have objectives similar to those of Success for All and have costs in the same order of magnitude. As a point of comparison, recall from Chapter 7 that after three to four years in the program, Baltimore Success for All students exceeded matched control students in reading by an effect size of +.62 at the end of first grade and +.57 at the end of third grade. For the lowest achievers, the corresponding effects were +.81 in first grade and +.97 in third. Also recall that retentions were reduced from 11 percent to near zero, and special education referrals were almost halved.

One popular alternative strategy is to reduce class size in the early grades to about 15. Studies of this strategy usually find small positive effects. The largest effects ever found, in a Tennessee statewide study (Word et al. 1990), were effect sizes of +.34 at the end of first grade and +.24 at the end of third grade (after four years of small class sizes). A followup study of fourth graders found lasting effects to be even smaller, +.14, (Nye et al. 1991). A similar statewide study in Indiana found much smaller effects (Farr et al. 1987); by the end of third grade, students who had been in small classes exceeded controls in reading by an effect size of only +.06. Studies in South Carolina, Virginia Beach, New York City and Austin, Texas have found effects of reduced class size closer to the small Indiana effects than the larger Tennessee findings (see Slavin in press). Clearly, Success for All is substantially more effective than simply reducing class size.

Another often-proposed solution to the problem of early reading delays is the use of transitional first grades, pre-firsts, and other means of adding a year between kindergarten entry and the end of first grade. Such programs produce a short-lived boost to students' scores in comparison to their *new* (younger) classmates, but this effect rapidly fades (Karweit in press).

Other expensive alternatives have few if any effects on early reading. Among these are the use of instructional aides and IBM's Writing to Read computer program (Slavin, in press; Slavin 1991b).

The most successful alternatives to Success for All are programs that have elements in common with it. In particular, other one-to-one tutoring programs, such as Reading Recovery (Pinnell 1989), have effects on low-achieving *first graders* similar to those of Success for All. However, because Reading Recovery does not alter the school's program beyond first grade, the effects do not continue to grow; by the end of third grade, effect sizes average +.20 (Wasik and Slavin 1990), in comparison to +.97 for Success for All's low achievers.

High-quality preschool programs have had substantial immediate effects on students' IQs and language skills, moderate effects on retentions and special education placements, and important long-term effects on such outcomes as dropout and delinquency, but have had few effects on student achievement (Berrueta-Clement et al. 1984).

In sum, none of the major alternatives to Success for All have been shown to be as effective in increasing reading performance or in reducing retentions and special education placements.

Success for All is a practical, replicable, and effective program for improving the performance of disadvantaged elementary students. It is expensive, but with recent increases in Chapter 1 funding, most school districts serving many disadvantaged students should be able to afford a credible form of the model, especially if preschool and/or extended-day kindergarten are provided by funds other than Chapter 1. Immediate and long-term savings introduced by Success for All may ultimately offset most of the program's cost. Success for All is considerably more effective than other, equally expensive approaches to early education such as reducing class size, providing instructional aides, and implementing computer-assisted instruction. For these reasons, Success for All appears to be a cost-effective means of bringing all children in disadvantaged schools to acceptable levels of academic performance.

Implications for Compensatory Education*

Once upon a time (or so the story goes), there was a train company experiencing a high rate of accidents. The company appointed a commission to look into the matter, and the commission issued a report noting its major finding, which was that when accidents occurred, damage was primarily sustained to the last car in the train. As a result of this finding, the company established a policy requiring that before each train left the station, the last car was to be uncoupled!

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* Portions of this section are adapted from Slavin 1991a.

All too often in its 25-year history, compensatory education has primarily pursued a "last car" strategy in providing for the needs of low achieving students. The attention and resources of Chapter 1 and its predecessor, Title I, have mostly gone into identifying and remediating the damage sustained by individual children. Yet the fault lies not in the children, but in the system that failed to prevent the damage in the first place, just as the damage to the last car was due to the train system and had nothing to do with the last car.

There are new winds of change in discussions of Chapter 1. The 1988 Hawkins-Stafford bill reauthorizing Chapter 1 introduced new flexibility in use of funds and shifted the focus of monitoring toward an insistence on outcomes for children. The bill also made it easier for schools serving highly impoverished populations to use their funds for all children, not just identified low achievers. Further, significant increases in Chapter 1 funding create new opportunities. Its 1991-1992 annual budget of $6.2 billion represents an increase of $1.9 billion over its 1987-88 level. The popularity of Chapter 1 is at an all-time high; its 1988 reauthorization passed both houses of Congress nearly unanimously. However, all of these changes only create the *potential* for significant reform; they do not guarantee that reform will actually take place, much less that students will actually benefit.

In their first 25 years, Chapter 1 and Title I have made an important contribution to the education of low achieving disadvantaged students. The Sustaining Effects Study of the 1970s found that Chapter 1 students learned more than other "needy" children, but did not close their substantial gap with "non-needy" students (Carter 1984). Perhaps the best indication of the contribution made by Chapter 1 is indirect; the slow but steady reduction in the achievement gap between African American and Hispanic students and white students is often attributed to an effect of Chapter 1/Title I (Carroll 1987). Yet it is always possible to make a good program better.

Chapter 1 can be much more than it is today. It can be an engine of change in the education of disadvantaged children. It can ensure the basic skills of virtually all children; it can help our nation's schools put a floor under the achievement expectations for all non-retarded children, so that all children will have the basic skills necessary to profit from regular classroom instruction. It can help schools move toward teaching a full and appropriate curriculum for all students, but particularly for those who by virtue of being "at risk" too often receive a narrow curriculum emphasizing isolated skills. It can make the education of disadvantaged and at-risk students a top priority for all schools.

Preventing Early Reading Failure —

Perhaps the most important objective of compensatory education is to ensure that children are successful in reading the first time they are taught, and never become remedial readers. The importance of reading success in the early grades is apparent to anyone who works with at-risk students. The consequences of failing to learn to read in the early grades are severe. For example, disadvantaged students who have failed a grade and are reading below grade level are extremely unlikely to graduate from high school (Lloyd 1978; Kelly, Veldman, and McGuire 1964). Retentions and special education referrals are usually based on early reading deficits.

Trying to remediate reading failure after it has occurred is very difficult, because by then students who have failed are likely to be unmotivated, to have poor self-concepts as learners, to be anxious about reading, and to hate it. Reform is needed at all levels of education, but no goal of reform is as important as seeing that all children start off their school careers with success, confidence, and a firm foundation in reading. Success in the early grades does not guarantee success throughout the school years and beyond, but failure in the early grades does virtually guarantee failure in later schooling.

A growing body of evidence from several sources indicates that reading failure in the early grades is preventable. The outcomes summarized in Chapter 7 show that Success for All has been able to dramatically reduce the number of students who fail to learn to read. Reading Recovery (Pinnell, Lyons, and DeFord 1989), which provides at-risk first graders with one-to-one tutoring from specially trained certified teachers, has been found to substantially increase these students' achievement and to sustain these improvements into the later elementary grades. Prevention of Learning Disabilities (Silver and Hagen 1990) — which provides tutoring to at-risk first and second graders, with a focus on perceptual skills often lacking in learning disabled students — has also had markedly positive effects on students at risk for learning disabilities. This and other evidence suggest that reading failure is preventable for nearly all children, even a large portion of those who are typically labelled as learning disabled.

If reading failure *can* be prevented, it *must* be prevented. Chapter 1 is the logical program to take the lead in giving schools serving disadvantaged students the resources and programs necessary to see that all children learn to read.

Enhancing Regular Classroom Instruction —

One of the most fundamental principles of Chapter 1/Title I has been that compensatory funds must be focused on the lowest achieving students in qualifying schools. In principle this makes sense, in that it avoids spreading Chapter 1 resources too thin. But in practice this requirement has led to many problems, including a lack of consistency or coordination between regular and Chapter 1 instruction, disruption of children's regular classroom instruction, labeling of students who receive services, and unclear responsibility for children's progress (Allington and Johnston 1989; Allington and MacGill-Franzen 1990; Stein, Leinhardt, and Bickel 1989).

It is time to recognize that the best way to prevent students from falling behind is to provide them with top-quality instruction in their regular classrooms. A substantial portion of Chapter 1 funds (say 20 percent) should be set aside for staff development and adoption of programs known to be effective by teachers in Chapter 1 schools. For example, by hiring one less aide, schools could instead devote $20,000 per year to staff development — a huge investment in terms of what schools typically spend, but a small one in terms of what Chapter 1 schools receive. The educational impact of one aide cannot approach that of thorough, intelligent implementation of effective curricula and instructional practices in regular classrooms throughout the school.

For this amount of money, a school could pay for extensive inservice, in-class followup by trained "circuit riders," needed materials and supplies, and release time for teachers to observe each other's classes and to meet to compare notes. The achievement benefits of effective classroom instruction all day would far outweigh the potential benefits of remedial service.

There are many examples of programs that have been much more successful for low achieving students than remedial services. In a review of the literature on effective programs for students at risk (Slavin, Karweit, and Madden 1989), we identified several such programs, including a variety of continuous progress models, cooperative learning, and peer tutoring. Programs directed at improving classroom management skills also often increase achievement. Many of the exciting innovations in curriculum currently being discussed are not affecting poor schools, but could do so with the support of Chapter 1 funds. In addition to particular classroom methods, schoolwide change programs such as James Comer's model, Theodore Sizer's "Re: Learning Approach," and Henry Levin's "Accelerated Schools" model (as well as Success for All) could be funded by Chapter 1 if it focused on staff development.

Success for All provides one demonstration of how a schoolwide emphasis on staff development and adoption of effective practices could be implemented under Chapter 1 funding and could greatly affect the learning of all students. Chapter 1 must help create a situation in which eligible schools are able to select from among a set of programs known to be effective and are then able to use Chapter 1 funds to obtain inservice, followup, and materials — whatever is needed to ensure top-quality implementation of the methods the school has chosen.

Of course, Chapter 1 should not only be a staff development program. There is still a need for service targeted to individual children (for example, to provide tutoring to first graders having difficulty in reading). However, without a major investment in staff development, those who provide Chapter 1 services will always be trying to patch up individual children's deficits without being able to affect the setting in which Chapter 1 students spend the great majority of their day, the regular classroom. Under current regulations, schools can use a small proportion of their Chapter 1 dollars for staff development, but this rarely goes into the kind of training, followup, and assessment needed to effectively implement validated programs. One-day workshops with no followup are far more typical.

The obvious objection to devoting substantial resources to staff development is that students not eligible for Chapter 1 would benefit from Chapter 1 dollars at least as much as those who are eligible. This objection can be answered in three ways. First, Chapter 1 accountability procedures should continue to focus entirely on the achievement of Chapter 1-eligible students, so schools implementing programs for all students have to make certain that they are making a difference with low achievers. Second, to withhold educationally sound and cost-effective programs from eligible students because non-eligible students might benefit is perverse; it is like withholding funds intended for water treatment to instead serve individual children with typhoid. Third, research finds that regardless of their own personal characteristics, poor students in schools with large numbers of poor children achieve less well than equally poor students in less disadvantaged schools (Kennedy, Jung, and Orland 1986). There is a case to be made that students in schools serving disadvantaged students deserve assistance even if they are not low achievers themselves. We should be particularly concerned about poor and minority students who may be doing well enough to avoid Chapter 1 identification but are still not achieving their full potential. Such children may not need direct service, but there is certainly a strong rationale for federal assistance to improve the quality of their regular classroom instruction.

Implications for Special Education Policy*

For more than 20 years, the most important debates in special education research and policy have revolved around the practice of mainstreaming, particularly mainstreaming of students with mild academic handicaps, such as those identified as learning disabled. From early on, most researchers and policy makers have favored mainstreaming academically handicapped students to the maximum extent possible (Leinhardt and Pallay 1982; Madden and Slavin 1983). The passage of PL 94-142 in 1975 put the federal government squarely behind this effort. Since that time, students with academic disabilities have certainly spent more time in general education classes than they did before, but the number of students identified for special education services has risen dramatically. Since 1975, the proportion of students categorized as learning disabled has risen more than 250 percent, while the category of educable mental retardation has diminished only slightly (Office of Special Education and Rehabilitative Services 1989).

Despite the increase in mainstreaming, significant proportions of both special and general education teachers have never been comfortable with the practice. At the school level, holding mainstreaming in place is often like holding together two positively charged magnets; it can be done, but only if external pressure is consistently applied. General education teachers are quite naturally concerned about the difficulty of teaching extremely heterogeneous classes, and special education teachers, seeing themselves as better trained to work with academically handicapped students and more concerned about them, are often reluctant to send their students into what they may perceive as an inappropriate environment.

Solutions to the problems of mainstreaming academically handicapped children have generally been built around attempts to improve the capacity of the general classroom teacher to accommodate the needs of a heterogeneous classroom. For example, forms of individualized instruction (Slavin 1984b; Wang and Birch 1984), cooperative and peer-mediated instruction (Jenkins et al. 1990; Slavin, Stevens, and Madden 1988), and teacher consultation models (Idol-Maestas 1981) are based on the idea that to fully integrate academically handicapped students, teachers need new programs and skills.

Improving the capacity of the general education classroom to meet diverse needs is an essential part of a comprehensive strategy to serve academically handicapped students, but it is not enough. The problem is that once a child is academically handicapped (or significantly behind his or her peers for any reason), neither mainstreaming nor special or remedial education are likely to bring the child up to age-appropriate achievement norms. For most academically handicapped children, mainstreaming may be only the least unappealing of many unappealing options.

The Success for All model proposes a markedly different approach to the education of students who are likely to become academically handicapped. The key focus of this model is an emphasis on prevention — early, intensive, and untiring intervention to bring student performance within normal limits. We call this approach "neverstreaming" because its intention is to see that nearly all children remain in the mainstream by intervening to prevent the academic difficulties that would lead them to be identified for separate special education services.

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* This section adapted from Slavin et al. 1991.

Success One Year at a Time —

One key concept underlying "neverstreaming" is that instructional programs must help students start with success and then maintain that success at each critical stage of development.

First, all students should arrive in kindergarten with adequate mental and physical development. This requires investments in prenatal and infant and toddler health care, parent training, early stimulation programs for at-risk toddlers, effective preschool programs, and so on.

The next critical step is to ensure that all students leave first grade well on their way to success in reading and other critical skills. This requires effective kindergarten and first-grade instruction and curriculum, family support programs, and one-to-one tutoring or other intensive interventions for students who are having difficulties in reading.

Actually, success in passing from each grade level to the next might be considered a critical requirement for "neverstreaming" at all levels; programs and practices must be directed toward doing whatever it takes to see that all children make it each year. As students move into second and third grade and beyond, this would mean continuing to improve regular classroom instruction, to monitor student progress, and to intervene intensively as often as necessary to maintain at-risk students at a performance level at which they can fully profit from the same instruction given to students who were never at risk.

The idea here is to organize school and non-school resources and programs to relentlessly and systematically prevent students from becoming academically handicapped from their first day of school (or earlier) to their last (or later). Rather than just trying to adapt instruction to student heterogeneity, "neverstreaming" attacks the original problem at its source, attempting to remove the low end of the performance distribution by preventing whatever deficits can be prevented, intensively intervening to identify and remediate any remaining deficits, and maintaining interventions to keep at-risk students from sliding back as they proceed through the grades.

Is "Neverstreaming" Feasible? —

For "neverstreaming" to be a viable concept, we must have confidence that prevention and early intervention can, in fact, bring the great majority of at-risk students to an acceptable level of academic performance and prevent unnecessary special education referrals. Several recent research developments have shown the potential of prevention and early intervention to keep students in the early grades from starting the process of falling behind that often ultimately results in assignment to special education. As noted earlier, there is a growing body of evidence to suggest that reading failure is fundamentally preventable for a very large proportion of at-risk students. Reading failure is a key element of the profile of most students identified as learning disabled (Norman and Zigmond 1980).

The findings of the Success for All evaluations illustrate the potential of prevention and early intervention to keep students from falling far behind their age-mates, to keep them from failing, and to keep them from being assigned to special education for learning disabilities. Most of the Success for All schools serve very disadvantaged student populations; many experience problems with truancy, inadequate health care, parental poverty, drug involvement, and other problems that are unusual even among urban schools. Yet in these schools, students are performing at or near national norms, and even the lowest achievers are well on their way to reading, are being promoted, and are staying out of special education. More typical schools without many of these challenges should be able to ensure that virtually all non-retarded students are successful in reading and other basic skills and can therefore stay out of separate special education programs.

How Many Students Can Be "Neverstreamed?" —

It is too early to say precisely what proportion of the students now identified as having academic handicaps can be "neverstreamed," which is to say prevented from ever having learning deficits serious enough to warrant special education. It may be that as our knowledge and experience grow, it will become possible to avoid separate special education for the great majority of students currently categorized as learning disabled, about 4.8 percent of all students ages 3 to 21 (Office of Special Education and Rehabilitative Services 1989), plus some proportion of those identified as mildly mentally retarded and behaviorally handicapped.

Looking at data from three to four years of implementation of Success for All in Baltimore (recall Figure 7.9), it is clear that even the very lowest achieving third graders are reading at a level that would allow them to participate successfully in regular classroom instruction. Less than four percent of Success for All third graders scored two years below grade level, one-third the proportion in the control schools. While about 16 percent of Success for All students were at least a year below level, 38 percent of control students scored this poorly. With continuing improvements in curriculum and instruction through the fifth grade, these third graders should all complete their elementary years with an adequate basis in reading, and this should greatly increase their chances of success in the secondary grades. There is no reason to believe that similar strategies in mathematics, spelling, writing, and other subjects would not have similar impacts, particularly to the degree that success in these areas depends on reading skills.

The number of students who can be "neverstreamed" depends not only on the effectiveness of prevention and early intervention, but also on the degree to which general education can become better able to accommodate student differences. For example, use of cooperative learning, individualized instruction, and other strategies can also increase the ability of classroom teachers to meet individual needs. In one sense, the idea of "neverstreaming" is to work from two sides at the same time; making the classroom better able to accommodate individual differences, and reducing the severity of deficits in the first place to make accommodation of differences much easier.

The Role of Special Education in a "Neverstreamed" World —

Obviously, there will always be students who will continue to need top-quality special education services, such as those who are retarded or severely emotionally disturbed, as well as those with physical, speech, or language deficits and those with severe learning disabilities. In a "neverstreamed" school, traditionally configured special education services would still be provided to these students, with an emphasis on prevention and early intervention and on providing services in the least restrictive environment. This approach allows special education to return to its focus on more severely impaired students, those truly in need of *special* services.

Special education also has a key role to play in providing consultation to classroom teachers on such issues as adapting instruction to accommodate diverse needs and learning styles, improving classroom management, and assessing students. For example, even students who are reading well may have learning and behavior problems that classroom teachers may need help to address. Special education consultants might include among their responsibilities working with individual children for brief periods to learn how to succeed with them and then returning them to their teachers and tutors.

If "neverstreaming" were to become institutionalized on a broad scale, it would create a need for a new category of teachers — professional tutors. Effective tutoring is not simply a matter of putting one teacher with one student; there are several studies of tutoring that have found unsystematic forms of tutoring to have few effects on learning (see Wasik and Slavin 1990). The education and supervision of tutors might take place under the auspices of special education.

Unresolved Issues —

Clearly, there is much we would need to know to maximize the degree to which students at risk can be successfully "neverstreamed." We need to experiment with alternative models of early prevention, early childhood education, beginning instruction in reading and other basic skills, tutoring, family support, inservice, and school change, to find ever more effective strategies and optimal mixes of elements. One particular question of great importance is whether tutoring in reading and other basic skills is enough to keep all non-retarded students from falling behind, or whether instruction specific to neurological deficits needs to be provided for some students, either preventatively or in the later grades.

At the policy level, many other issues must be resolved. First, we must have a consensus that investments in early education will pay off in the long run. Second, we must have a willingness to devote funds to prevention. This implies that there must be a willingness at the policy level to increase funds for early education for a period of time, because it would be irresponsible to strip funds away from remedial services for students already in the system to concentrate them on prevention and early intervention for younger students. In addition, regulatory changes are necessary to allow more flexible uses of special education, Chapter 1, and other categorical monies. The Success for All program has substantially benefited from the new flexibility in Chapter 1 regulations introduced in the 1988 Hawkins-Stafford bill, but this change is mostly limited to schools serving very disadvantaged populations.

At the moment, "neverstreaming" should be seen as a goal rather than a well-developed policy. However, if this goal is to be realized, we need to focus our energies on research, development, evaluation, and demonstration to move toward a day when students with learning disabilities and other students at risk of academic handicaps can confidently expect what neither mainstreaming nor special education can guarantee them today: not only services, but success.

Success for All Within the School Reform Movement

We are in a time in American society where there is tremendous pressure to reform our schools. This pressure comes from constituencies at the national, state, and local community levels. Reform efforts range from modest supplements to traditional classroom instruction, to radical "break the mold" approaches to change.

Success for All has many components that have been implemented in isolation in many educational environments. It benefits from past research that documents effective instructional programs for children at risk. One does not have to dig too deeply to recognize how the model has benefited from the development and research of others. For example, our tutoring model has benefited from research on Reading Recovery; our family support team has benefited from Comer's School Development Model; our cross-grade regrouping, from research in the Joplin Plan; and of course our own instructional approaches draw extensively on our earlier research on the benefits of cooperative learning. We have not tried to reinvent the educational wheel. However, we have put together many existing "wheels" to create a vehicle to optimize success for every child.

Success for All is one of a growing number of school restructuring efforts. However, in many ways it is quite distinct from other reform efforts. What is different about our model is not so much the individual strategies, but the way these strategies are woven together as a comprehensive system of complementary parts. We start with effective instruction within the regular classroom. Next, a set of multi-staged interventions are available whenever danger signs are noted. The model involves many changes in both the organization and curriculum of schools. It is based on the concept of "relentlessness," which implies always having a back-up strategy to ensure success. In the case of Success for All, we believe the whole is indeed greater than the sum of its parts.

Next Stage of Development

In many ways, Success for All is still in an early stage of development. Over the past four years we have gradually added new sites with the goal of exploring the effectiveness of the model under varying contextual constraints. We are now working with rural schools, schools with large percentages of bilingual students, schools with year-round programs, and schools with varying staff configurations.

We are currently planning to expand the model with regards to the content areas covered as well as expanding it into the middle school years. A major short-term objective is to develop the mathematics curriculum to the level comparable to the reading curriculum. With regard to the middle school program, our emphasis is on making the transition to middle school as smooth and successful as possible. Here we will continue many of the program elements and staff into the first year of middle school, including our family support activities and support of content-related reading in areas such as science and social studies.

Our goal is to build and maintain success as expansion occurs, as we move from more nurtured sites to more typical replications that inevitably lead to less contact and control from our development team.

Conclusion

More than a decade ago, Ronald Edmonds put forth three assertions:

a) We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us.

b) We already know more than we need to do that.

c) Whether or not we do it must finally depend on how we feel about the fact that we haven't so far (1981, 23).

Edmonds' conclusions were based on his studies of effective and ineffective schools serving poor and minority children. His key assumption was that if the characteristics of effective schools could be implanted in less effective schools, all children could learn. Yet this transfer turned out not to be an easy one. Making a run-of-the-mill school into an outstanding one takes much more than telling staffs the characteristics of outstanding schools.

The greatest importance of the research on Success for All is that it brings us closer to making Edmonds' vision a reality. Only when we have confidence that we can take a *typical* school serving disadvantaged children and ensure the success of virtually every child can we really force the essential political and policy question: Given that we know that we can greatly improve the educational performance of at-risk children, *are we willing to do what it takes to do so?*

The findings of research on Success for All and related prevention and early intervention programs make it impossible to continue to say that the problems of education in the inner city cannot be solved. The Success for All schools, which include some of the most disadvantaged schools in Baltimore, Philadelphia, Memphis, Charleston, and Montgomery, do not have hand-picked staffs or principals. If they can achieve success with the great majority of at-risk children, so can most schools serving similar children.

It takes money, but increasingly the money is already in place as Chapter 1 funds increase for high-poverty schools, or can be found from other sources. What is most needed is leadership, a commitment at every level of the political process to see that we stop discarding so many students at the start of their school careers.

If we had an outbreak of a curable disease, we would have a massive outpouring of publicity and funding to do what is necessary to cure it. *Reading failure is a curable disease.* If we are a caring nation, or even if we are only a self-interested but far-sighted nation, the knowledge that reading failure is fundamentally preventable must have a substantial impact on our policies toward education for at-risk children.

There is much more we need to learn how to do and much more we need to learn about the effects of what we are already doing, but we already know enough to make widespread reading failure a thing of the past. Next September, another six million children will enter kindergarten. If we know how to ensure that all of them will succeed in their early schooling years, we have a moral responsibility to use this knowledge. We cannot afford to let another generation slip through our fingers.

Success for All
PROGRAM ILLUSTRATIONS

The items in this section illustrate specific Success for All strategies, procedures, and materials that are discussed in this report. The illustrations are:

ILLUSTRATION A: Beginning Reading Shared Story Lesson 92

Teacher's guide to a shared story lesson that would ordinarily be taught in November or December of first grade. (See page 11 for discussion.)

ILLUSTRATION B: Diagnostic Assessment Checklist 105

Checklist used by Success for All tutors to determine the specific problems and strengths of a student who needs tutoring. (See page 21 for discussion.)

ILLUSTRATION C: Two Success for All Tutoring Sessions 108

Examples of tutoring sessions for Robert, a first grader in the Beginning Reading Program, and Ayesha, a second grader having trouble with reading comprehension. (See page 21 for discussion.)

ILLUSTRATION D: Story Telling and Retelling (STaR) Unit 119

Teacher's guide to a Story Telling and Retelling (STaR) Unit used in Success for All preschool and kindergarten classes. (See page 27 for discussion.)

ILLUSTRATION E: Thematic Unit: "Special Me"... 123

Teacher's guide for the first three days of a 10-day thematic unit used in Success for All preschool and kindergarten classes. (See page 30 for discussion.)

Illustration A: Beginning Reading Shared Story Lesson

(see Chapter 2, page 11)

LESSON 49

Consonant: q

A. READING REVIEW. Have students re-read, with a partner, one of the Shared Stories presented thus far. Encourage students to read smoothly, with expression.

B. LETTER REVIEW. Using the Letter Cards for "u" and the last two letters learned, have students quickly make the letters in the air three to five times, saying the cue phrase as they do so. Use additional Letter Cards to quickly review about four other letters previously learned, "writing" each letter once.

C. TEACHER PRESENTATION.

1. Alphabet Song.

2. Tongue Twister. Introduce tongue twister by reading today's "note" from Alphie.

"A lot of words start with the sound /q/. Listen to this: 'The queen quickly poured the quacking duck some Quaker Oats.'"

Say each word that starts with the /q/, first normally and then with a pause after the starting sound. Have the group repeat after you each time.

3. Introduce /q/ Pictures and Objects. Pull today's pictures and objects out of Alphie's box. Have students name each picture (object) as you reveal it. Suggestions: queen, quilt, question mark, quarter

Show cards (or objects) again, one at a time, having the whole class say the sound they hear at the beginning of the word.

4. Make the /q/ Sound. Have everyone in the group make the /q/ sound and ask, "How does your mouth make that sound?"

Explain that q is a "borrower" and that she borrows the sounds of k and w and blends them together. Put kw on the chalkboard as a visual cue and have students practice the /kw/ sound. Have all practice the sound of /q/.

5. Introduce the "q" Shape. Pull Alphie's pennant from the box and introduce the letter.

Write the names of today's pictures or objects on the board to see if they do begin with the "q."

6. **Practice the "q" Shape.** Draw the upper- and lower-case "q" and discuss similarities and differences.

Introduce the verbal pattern for the lower case "q" as you write it on the board as large as you can make it. "Circle left, up, down, hook right."

Have students make a "q" in the air using the cue phrase and using the large "q" on the board for a model. Repeat this several times.

Have students make the letter:

1. on their desks, as big as they can.
2. on their desks, as little as they can.
3. on a partner's hand, arm, back, etc.

When students appear to have mastered the shape, add the sound to the cue phrase. "Circle left, up, down, hook right. The sound for 'q' is /kw/." Then have students practice "q" several more times using the entire cue phrase. Incidental learning: When you present "q", explain that "q" is very shy and never goes anywhere without "u". An easy way to remember this is to say, "Never a 'q' without a 'u'."

7. Two-Picture Game. Using the cards prepared for the Two-Picture game, show the first two cards. Place one picture on the right side of the board, and one on the left. Have your students name the pictures and think for a few seconds about which one starts with /q/. When you say, "go," have all students point to the side of the board that the picture starting with /q/ is on. The cards are: queen-nine scissors-quiet question mark-cup pipe-quilt.

If the students make an error, name the correct picture and have them repeat it, "stretching" the sound out.

Keep going through the sequence of pictures until your students have clearly mastered the game with this sound. Assess individual students as needed.

8. Yes-No Game (visual). Make sure your "Yes" and "No" signs are up. Have the students say the name of each picture, and think for a few seconds about whether it starts with /q/. When you say, "go", have everyone point to "Yes" or "No" to indicate whether the name of the picture starts with /q/. The pictures are: kite, zebra, quick, yo-yo, van, queen, quarter, block, question mark.

If the students make an error, say the name of the picture, "stretching" the sound out. Quickly check individual students for understanding after the group seems to have mastered the game.

9. Students' /q/ Words. Give students a few seconds to think, and then have them tell their partners as many /q/ words as they can think of. After 15 seconds, ask your students to select their favorite /q/ word to share with the group. Write their words on the board as they share them to allow them to see the "q" at the beginning of the word.

10a. Yes-No Game (auditory). Say each of the words in the list below one at a time. Give your students 5 seconds to think, and then have them point to "Yes" or

"No" to indicate whether the word begins with /q/. Assess individual students if needed after you are sure that the group has mastered the game.

quilt question whisper rain zero
box quart quarter try queen

10b. Sentences. Have your students name all of the /q/ words in the sentence after you read it.

- Mr. Quarles said, "Be quick and be quiet and you can earn a quarter."
- The queen is quite fond of milk. She drinks a quart every day.
- "Answer the question quickly," said Mrs. Quinn.

11. Matching Games. Use pictures selected during lesson preparation that contain the sound /th/, /u/, and /q/.

a) Match pictures with Letter Cards.
b) Match words with Letter Cards.

Place a Letter Card at the left, middle, and right of the blackboard so that students can point to the correct letter. Show the picture or say the word to be matched, give your students a few seconds to think, and have the class respond as a whole by pointing to the correct Letter Card. Play each game until the group has mastered it, going through the picture cards several times if necessary. Assess individuals as needed.

D. WORKING WITH WORDS.

"Let's try a few words with our new letter sound."

quack quick quilt quit quiz

NOTE: You may need to make an arc under "qu" and underline or trace the "a" or "i" in green in order to help students see which letter acts as vowel. If students attempt to sound the "u" explain that, in these words, "u" only keeps "q" company and doesn't make its own sound.

Reading Practice. Pull the sight word from Alphie's box. Say the word, using it in a sentence and having students "soft clap" it three times.

Review sight words as appropriate. Present the following sentences for silent reading followed by unison reading.

The duck quacks.
Tom is quick.
Tom has mud on his pants.

SHARED STORY: THE DUCK IN THE POND

TEACHER PRESENTATION GUIDE

I. Introduction. Tell students that you are going to read them a story about how Jenny and Tom had an adventure with an angry duck. You may use the sentences and questions below, or your own. Be sure to ask predictive questions to encourage students to use the information they have before the story to think about what they will read.

Background Questions: "Have you ever seen a duck?" (Allow for student response.) "What do you think a duck does when it is angry?" (Allow for student response.)

Predictive Question: "How do you think Jenny and Tom made the duck in this story angry? (Allow for student response.)"

II. Teacher Reading. Read the story to your students with expression, stopping to comment or ask questions about the action to make sure that students are understanding the story. After you read, discuss the story. Ask how many students' predictions were right.

III. Word Presentation. Present phonetically regular words and sight words.

a) Phonetically Regular Words.

duck **quack** **jumps** **quick** **mud** **swims**

Present the phonetically regular words using the Stretch and Read process. Have students stretch each word with you and then say it fast. Then, use the word in a sentence, or ask a student to use it in a sentence to make sure that students know they are reading a word that they understand. A sample presentation process is shown below.

quick. qu(kw)qu(kw)qu(kw)iiickckck qu(kw)qu(kw)iickck qu(kw)ick
Sentence: You are a quick reader.
Explain that to be quick means to be able to do something fast. Point out that when you describe how something is done, you say quickly (ex: He reads quickly.) Ask: "When do people do things quickly? Give an example of when a person is quick."

b) Sight Words

yells **thinks** **end**

Present the sight words as you would in the Beginning Reading Lesson. Pull flashcard of each sight word from Alphie's box. Say the word and have students soft-clap it three times. Use the sight words in sentences. Have students say-spell-say the sight word until you are certain that they can identify and recognize it.

IV. Guided Group Reading. Read the teacher's script, then the student's script. Have students, in unison, read the student's script after you.

V. Partner Reading. Now have students read the story again out loud with a partner, alternating pages. Encourage them to use expression as they read and to help one another if they have trouble.

When they have finished the partner reading, have them discuss the questions below. (You will need to read the questions for your students.)

1. What does the mad duck say?
2. What does Tom get on his pants and on his hands?

When students have discussed the questions, gather the students and have them, as a group, decide how to write a short answer (a word or a short phrase) to the questions. Model by writing the answer on the board. Model using sound spelling (stretch and spell) for the words you write. Some words may not actually be spelled the way they sound, but write them phonetically anyway. Students can then write in some words that they can say but not formally spell.

VI. Don't Forget to Celebrate. At the end of each day, have two students read, with expression, a page they have selected from a Shared Story they have mastered. Have the entire class provide applause and praise. (You may wish to send home a certificate.) Also, let students take their Shared Stories home to read to parents and to other family members when they have mastered them fairly well. Send a form for listeners to sign and have students return both the Shared Story and the form to you. **Enjoy your Celebrations!**

Pages 97-102 — Lesson 49 Shared Story Script
Pages 103-104 — Lesson 49 Share Sheets

Lesson 49 Shared Story Script

THE DUCK IN THE POND

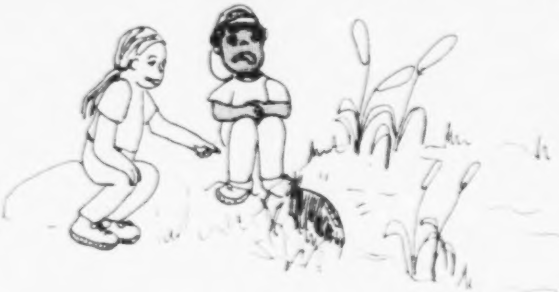
by: Laura Burton
Illustrated by: Pam Davis
1990 Success for All, The Johns Hopkins University

BEST COPY AVAILABLE

Illustration A: Beginning Reading Shared Story Lesson (continued)

Lesson 49 Shared Story Script (continued)

Jenny and Tom both wanted to try out for the football team on Monday. So, on the Saturday before the big try-out, they decided to go to the park to practice. Jenny brought her brand new football. They went to the field by the pond, which was their favorite place in the park. They had forgotten that it had rained the night before so the grass around the pond was quite muddy. Do you think the mud would make it easy for them to play football?



Jenny and Tom are at the pond.

Jenny kicks the football to Tom.

O, no! The football is stuck in the mud!

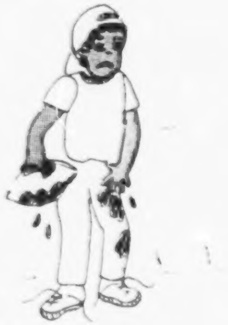
Tom grabs the football.

Tom says, "Yuck! Mud is on the football!"

The football stuck in the mud so Tom grabbed it. Now the football was muddy, and so were Tom's hands

1

What do you think Tom would do about the mud on the football and on his hands?



Tom rubs his hands on his pants.

Tom says, "Yuck! Mud is on my pants!"

Jenny says, "Dip the football in the pond.

Dip your hands in the pond."

Tom says, "That is not a bad plan!"

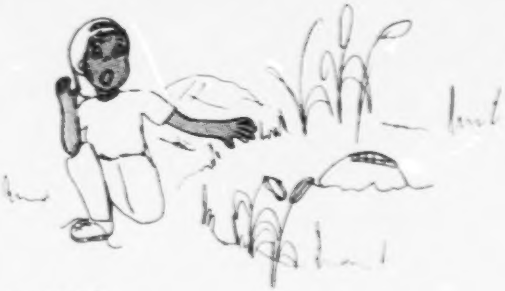
Tom tried rubbing his hands on his pants, but that just made his pants muddy. So, Jenny told him to wash his hands and the football in the pond

2

Illustration A: Beginning Reading Shared Story Lesson (continued)

Lesson 49 Shared Story Script (continued)

Tom went to the pond to wash the football and his hands. He tried to be very careful because the mud around the pond was slippery.



Tom sat on a rock.

He dips his hands in the pond.

His hands are not muddy!

He dips the football in the pond.

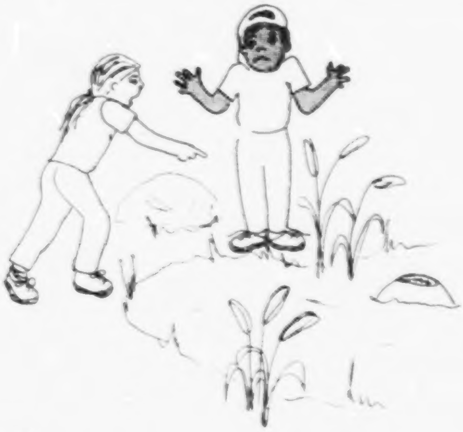
O, no! The football slips!

The football is in the pond.

As Tom was washing the football, it slipped from his hands into the pond. It floated away.

3

Jenny was pretty mad. After all, this was her brand new football. What do you think Jenny would do?



Jenny jumps up.

"Get my football, Tom!" yells Jenny.

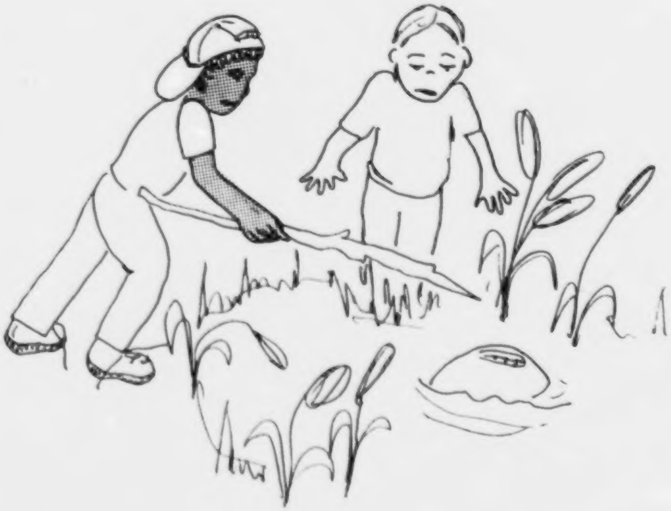
Tom asks, "What can we do?"

Jenny sits on the rock and thinks.

As Jenny sat on the rock to think of a plan, the football floated farther away.

4

Lesson 49 Shared Story Script (continued)



What could the children do? The football was getting farther and farther away.

Tom says, "Jenny, we must be quick!
Get that stick!"

Jenny gets the stick.
She hands it to Tom.
Tom puts the stick in the pond.
He has the end of the stick in his hand.
Tom taps the football with the stick.

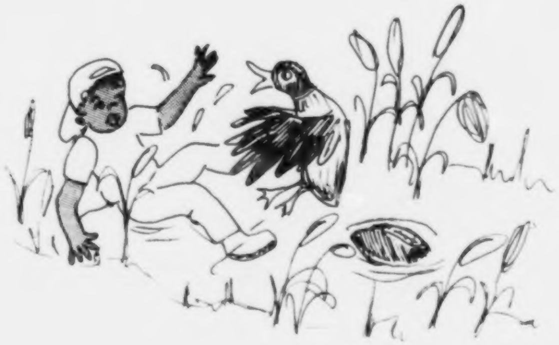
Tom held onto one end of the stick and tried to bring the football back to shore. Do you think he would succeed?

5

What do you think happened next?

Lesson 49 Shared Story Script (continued)

As Tom stretched the stick into the pond, he tapped the football and it started to float back to shore. All of a sudden, something happened that surprised Tom. What do you think it was?



A duck flaps its wings at Tom.

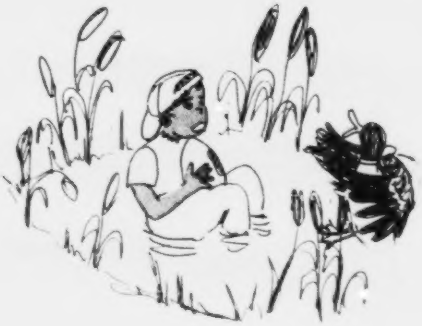
"**Quack! Quack!**" says the duck.

Tom drops the stick!

He slips into the pond!

The duck surprised Tom so he dropped the stick, then he fell in the pond! Now he was in a mess

6



Jenny yells, "Tom, get the football!"

Tom has the football in his hand.

The duck is mad.

Tom is in the duck's pond!

The duck flaps his wings at Tom.

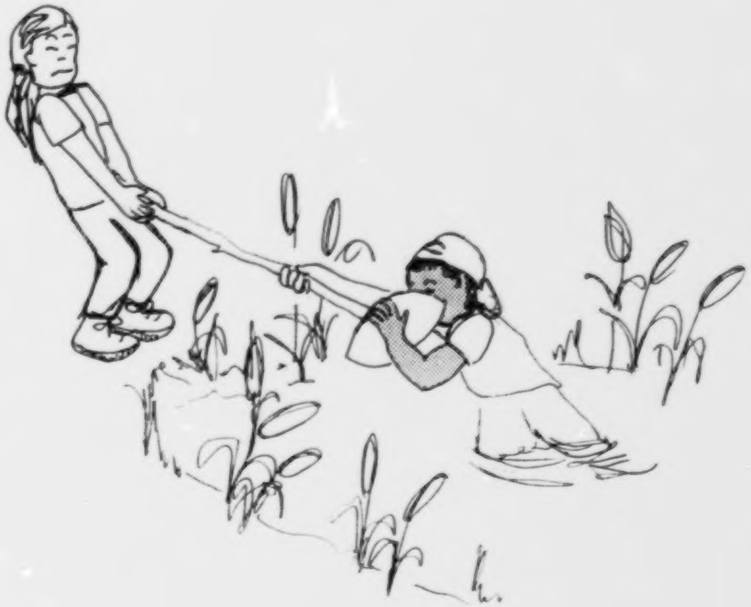
"**Quack! Quack!**" says the duck.

Poor Tom! He had the football, but now the duck was angry at him. He yelled for Jenny to help him

7

Illustration A: Beginning Reading Shared Story Lesson (continued)

Lesson 49 Shared Story Script (continued)



Well, Jenny didn't want the duck to hurt Tom, so she grabbed the stick. How do you think she was going to help Tom?

Jenny says, "Tom, grab this stick!"

"Do not drop the football!"

Tom has the stick.

Jenny pulls Tom in to land.

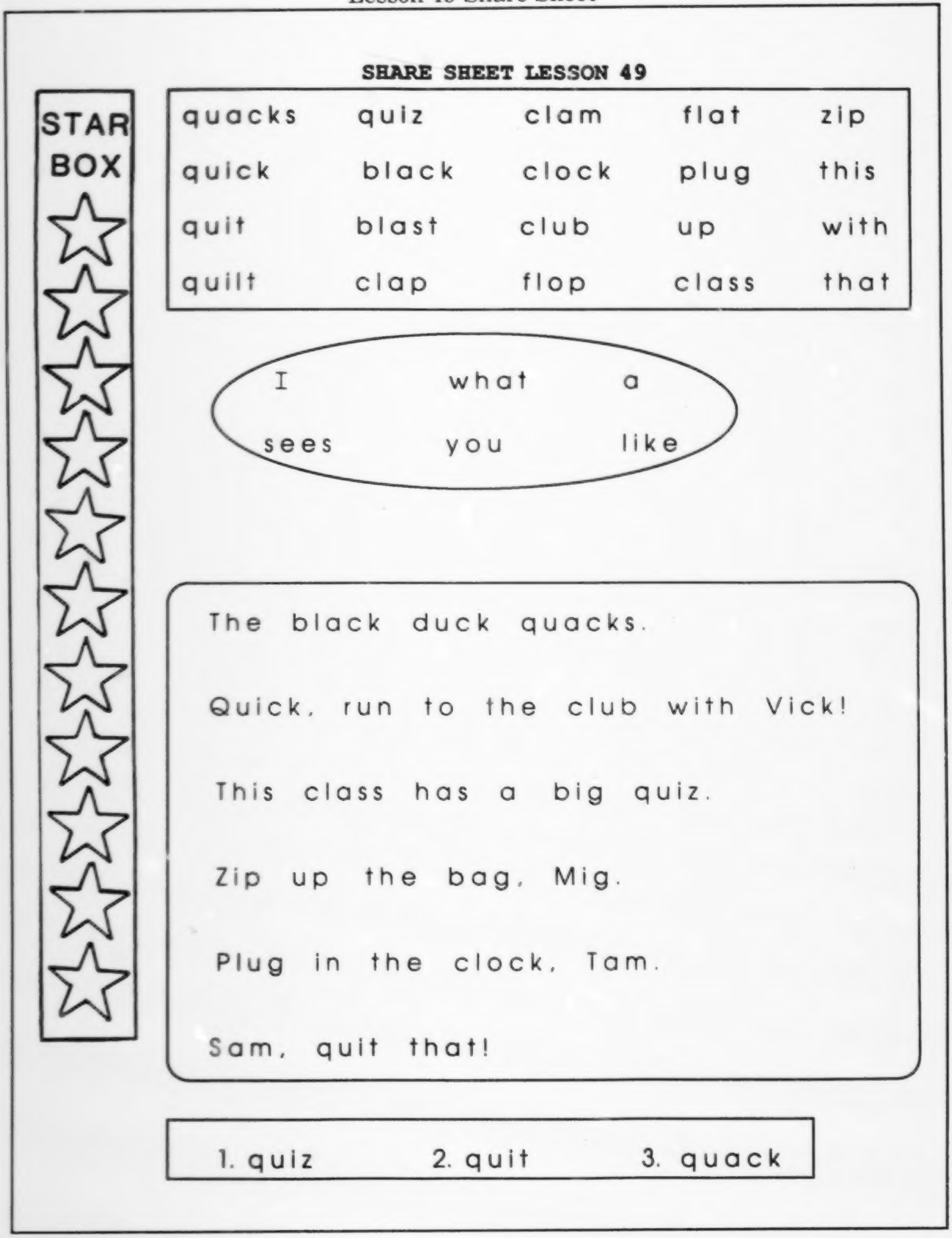
Tom is OK!

He has the football.

The mad duck swims away.

Well, Jenny pulled Tom and the football ashore with the stick. He was wet, but he was OK. The duck swam away and left the children alone. Jenny and Tom were tired after their adventure with the duck in the pond. They decided to practice football in the park tomorrow. But, they decided that they would play far away from the pond!

Lesson 49 Share Sheet



SHARE SHEET LESSON 49

STAR
BOX

quacks	quiz	clam	flat	zip
quick	black	clock	plug	this
quit	blast	club	up	with
quilt	clap	flop	class	that

I what a

sees you like

The black duck quacks.

Quick, run to the club with Vick!

This class has a big quiz.

Zip up the bag, Mig.

Plug in the clock, Tam.

Sam, quit that!

1. quiz 2. quit 3. quack

Illustration A: Beginning Reading Shared Story Lesson (continued)

Lesson 49 Share Sheet (continued)

1.

2.

3.

Can a pup quack?

Will you pass the quiz?

Bob: Can you 👂 hear that duck?

Tom: It quacks!

Bob: Can you 👂 hear that pup?

Tom: It yaps!

date										
initials										

Dear Parent: Have your child read the words and letters three times. Then, listen as your child reads you the sentences in the story. Initial and date the box above to confirm that your child has read to you.

Illustration B: Diagnostic Assessment Checklist

(see Chapter 3, page 21)

Assessment Checklist

Day 1

Familiarize yourself with this checklist. Circle a "+" if the behavior is a strength for the student and a "-" if the behavior is a problem for the student.

I. Activity:

Place a familiar story in front of the student and ask them to point to where they should start to read.

Observe:

			PROBLEM						
yes	no		Concepts About Print	Fluency	Tracking	Self Monitoring	Comprehension	Memory	Sound-Out Words
+	-	1. Knows the back from the front of the book.	☐						
+	-	2. Knows what the first page is.	☐						
+	-	3. Points to words, not the pictures.	☐						

II. Activity:

Ask the student to begin to read out loud.

Observe:

yes	no		Concepts About Print	Fluency	Tracking	Self Monitoring	Comprehension	Memory	Sound-Out Words
-	+	1. Reading is choppy.		☐	☐				
+	-	2. Can follow from one line to the next.			☐				
-	+	3. Inability to follow words interferes with smooth reading.			☐				
-	+	4. Guesses at words he or she doesn't know without trying to sound them out.			☐	☐			
+	-	5. When the student can't figure a word out, he or she asks you for help.				☐			
-	+	6. Has problems sounding out words.							
-	+	- problems with initial sounds						☐	
-	+	- problems with ending sounds						☐	
-	+	- problems with sound blends						☐	
-	+	7. Has problems putting words together after sounding out letters.						☐	

NOTE: The boxes around the minuses highlight the fact that a minus indicates a problem and is marked on the problem list on the right.

Illustration B: Diagnostic Assessment Checklist (continued)

III. Activity:

Ask the student to continue to read, but to use his or her finger to follow each word.

Observe:

yes	no		Concepts About Print	Fluency	Tracking	Self Monitoring	Comprehension	Memory	Sound-Out Words
+	-	1. Reads from left to right.	☐						
+	-	2. Points to the correct word as he or she reads.	☐		☐				
+	-	3. Reading is less choppy when using finger.			☐				

IV. Activity:

Have the student read 3 continuous sentences. Ask him or her to tell you about what he or she read.

Observe:

yes	no		Concepts About Print	Fluency	Tracking	Self Monitoring	Comprehension	Memory	Sound-Out Words
+	-	1. Can explain adequately what was read.					☐		
-	+	2. Can only give one or two details. Does not make connections between 2 or more sentences.					☐		
-	+	3. Relies too much on pictures for comprehension.					☐		

V. Activity:

Have the student continue to read until he or she makes an error.

Observe what the student does to correct the error:

yes	no		Concepts About Print	Fluency	Tracking	Self Monitoring	Comprehension	Memory	Sound-Out Words
+	-	1. Rereads.				☐	☐		
+	-	2. Uses context to help with unknown words.					☐		
+	-	3. Uses picture cues.					☐		
+	-	4. Attempts to sound out words.					☐		☐
-	+	5. Does not attempt to correct error.				☐	☐		

VI. Activity:

Ask the meaning of some words that he or she has read.

Observe:

yes	no		Concepts About Print	Fluency	Tracking	Self Monitoring	Comprehension	Memory	Sound-Out Words
+	-	1. Understands the meaning of individual words.					☐		

Illustration B: Diagnostic Assessment Checklist (continued)

VII. Activity:

Read a page of the story out loud. Ask the student a comprehension question about what you read.

Observe:

yes	no		Concepts About Print	Fluency	Tracking	Self Monitoring	Comprehension	Memory	Sound-Out Words
+	⊟	1. Can understand text when it is presented orally.					☐		

VIII. Activity:

Have the student continue to read from his or her book. As the student is reading, you are correcting any errors and are telling the student any words he/she doesn't know. Observe how the student uses your feedback.

Observe:

yes	no		Concepts About Print	Fluency	Tracking	Self Monitoring	Comprehension	Memory	Sound-Out Words
+	⊟	1. Can recall a word that you just told them.						☐	
⊟	+	2. Has difficulty recalling any sight words.						☐	

IX. Activity:

Have the student continue to read out loud. Pay close attention to any mispronounced or mislabeled words.

Observe:

yes	no		Concepts About Print	Fluency	Tracking	Self Monitoring	Comprehension	Memory	Sound-Out Words
⊟	+	1. Combines letter from one word with another word. For example, the student reads "The man sat on the mat" as "The man sat on the sat."			☐				
⊟	+	2. Has no confidence even in words he or she knows.				☐			

Assessment Checklist
Day 2

X. Activity:

Have the student read out loud the same story he or she read for day 1 of this assessment.

Observe:

yes	no		Concepts About Print	Fluency	Tracking	Self Monitoring	Comprehension	Memory	Sound-Out Words
⊟	+	1. Unable to remember sounds from one day to the next.						☐	
⊟	+	2. Unable to remember sight words from one day to next.						☐	
⊟	+	3. Unable to remember word meanings from one day to next.						☐	
⊟	+	4. Unable to remember general meaning of the story.						☐	

Illustration C: Two Success for All Tutoring Sessions

(see Chapter 3, page 21)

Example 1: Robert, Beginning Reading Tutoring Session

The following is an example of a tutoring session for Robert, a first grader who is just starting in the Beginning Reading program. Robert's class is at Lesson 15, which introduces the consonant /c/. He is having problems integrating separate sounds into meaningful words, although he is able to remember the sounds for the individual letters. Robert's class is just starting to read a book called *Three on a Mat.*

1.) Re-Reading Familiar Story or Short Book —

The following is a story the tutor and Robert have written:

> Here is a boy, Robert.
>
> He likes to draw maps.
>
> He sits and draws his maps on the mat.
>
> He has a brother, Carl.
>
> He has a sister, Lisa.
>
> They sat on the mat.
>
> Robert, Carl and Lisa sat on the mat.

Robert can read this story fluently, but he re-reads it to start the session. Beginning the tutoring with something that Robert knows gives him a sense of success, as well as providing practice that reinforces his reading skills. This activity takes approximately three minutes.

2.) Drill of Letters and/or Sounds —

The tutor has cards for letters that Robert has learned. She shows the cards to Robert and asks him what the sounds are. Robert is working on the sounds of the consonants "m," "t," "s," "p," "c," and the short vowel "a." The tutor and Robert put the cards for all the sounds he has pronounced correctly in one pile.

She then asks Robert to use the letters to make four words that he knows. She begins by asking Robert to watch and see what words he can make when he adds a letter to "at." She takes the "m" and lines up the word "mat" so that Robert can see the word, stretches out the sound of the word and then says it fast. Next, she asks Robert to make his own words. These activities take about two minutes.

The following is an example of a drill. The tutor has letters of the alphabet drawn on 2 x 2 cards. (Letter names are represented by letters within quotation marks, for example "m." Letter sounds are represented by letters in slashes, for example /m/.)

Tutor (T): We are now going to review some letters and the sounds they make. *(Shows "d.")* What is this the sound for this letter?

Student (S): /d/

T: Good. *(Shows "m.")* What sound does this letter make?

S: /m/

T: Good! *(Shows "c.")* What is the sound of this letter?

S: /o/

T: No, let's look at it again. This sound is /c/. *(She reviews the cue phrase, "half circle left around and stop, the sound for 'c' is /c/." She then has Robert trace the letter with his finger. She points out the opening in the "c.")* What is this letter? *(Shows "c" again.)*

S: /c/

T: Great! (Shows "t.") What sound does this make?

S: I don't know.

T: This is the letter "t," it sounds like /t-t-t/. *(She reviews the cue phrase for the letter "t.")* One stroke down, lift and cross, the sound of "t" is /t-t-t/. Now you try it.

S: One stroke down, lift and cross, the sound of "t" is /t-t-t/.

T: Good, now let's do some more letters. *(Shows "p.")* What is the sound for this letter?

S: /p/

T: Good. *(The tutor continues until Robert has done about 10 cards. Some of the sounds are repetitions).*

Now the tutor makes the transition from individual word/sound drill to making words from the letters. The tutor models this activity first.

T: *(Arranges "at" in front of the student.)* See these two letters? Watch me make a word out of the letters. *(Puts an "m" in front of "at"; "mat.")* What is this word? Stretch it.

S: /mmmmaaaat/.

T: Good. Now say it fast.

S: Mat.

T: Yes, now you take these letters and make a word from these letters when you add them to "at."

S: Take the "p" — "pat." I made the word "pat," see /pppaaattt/. Pat.

T: Super! What does the word "pat" mean?

S: Like you pat someone on the head.

T: Good, now let's try another word with the letters "at." *(She has the student make four words).* Now try this one. It's a little different. Stretch it out. *(Shows "Sam.")*

S: /Ssssaaaammmm/.

T: A little faster.

S: /Ssaamm/.

T: Now, say it fast.

S: Sam.

T: Great!

3.) Working on Current Story —

The tutor introduces a current story that Robert is working on in class. This week, Robert is reading *Three on a Mat.* Reading current stories encourages the student to use sound blending strategies while comprehending and enjoying the story.

Robert has read *Three on a Mat* before with his class. The tutor works on word sounds and comprehension with him.

T: Let's begin with reading this fun book that I have. You have read this book before. Can you tell me what the name of this book is?

S: I remember. It's *Three on a Mat.* We read that in reading.

T: Right! Do you remember who the three on the mat are? *(Tutor is trying to elicit the student's background knowledge about the story.)*

S: Yes.

T: Tell me who they are?

S: Marvin.

T: Yes, Marvin is one of the people on the mat. Can you show me which one is Marvin?

S: *(Points to the character of Marvin on the front cover of the book.)*

T: Do you remember who the others are?

S: *(Shakes head)* No!

T: Do you remember this story in class? Can you tell me about it? *(Tutor asks comprehension questions that help the student think about the meaning of the text he has read.)*

S: About Marvin.

T: Yes, well what about Marvin? *(She probes to see if the student can briefly tell the story, demonstrating his comprehension.)*

S: The dog sat on top of him!

T: Right. Let's see what else happens. *(Tutor begins reading the teacher part of the story.)* "Sam is Marvin's dog. Tam and Marvin look for Sam. Where is Sam?"

S: /Sss/ (looks at tutor for help.)

T: Keep going, stretch it out.

S: /Sss/ /aaa/ /Sssaaa/.

T: *(Stretches the word with the student).* /Sssaaaammmm/, /Ssaamm/. Sam.

S: "Sam is" — what is this word?

T: This is a word you can't sound out. It is one of our sight words. The word is "on." Do you know what on means? *(Tutor checks comprehension of preposition which can be misunderstood and affect comprehension.)*

S: On means, like you are on something like on the chair.

T: Good! Continue to read.

S: "Sam is on" — what is this word?

T: Remember we were working on this word yesterday? Look at it again and stop and think. *(Tutor knows the student can read this sight word but needs to think about this word. It is not automatic yet.)*

S: Oh, yeah. "The, Sam is on the /mmmaaattt/ mat."

T: Good job at sounding out that word. Can you tell me what a mat is? *(This is a literal comprehension question.)*

S: Shakes head no.

T: Well a mat is like a rug, and you can use it for many things like wiping your feet on it, or resting on it.

S: Like the mat by my door.

T: Now let's both read the whole sentence. *(The tutor always gives the student the opportunity to read the entire sentence over after he has sounded out the words. This helps with fluency and comprehension.)*

S/T: "Sam is on the mat."

T: Let's go on. I'll read this part. "Sam jumps off the mat. He pulls the mat with his teeth from under Tam and Marvin. Then he hides." Where does he hide?

S: To mmmaaattt.

T: This word is "the." *(With words that the student cannot sound out, the tutor says the word with as little disruption to the flow as possible. She makes a note of the specific words that the student is having a problem with and makes them part of her list of "red words" or sight words to be practiced during the drill.)*

S: Oh, *the*, yeah, *the*.

T: Go on.

S: "The mmmaaattt"... *(looks to tutor for help.)*

T: "Is." *(The teacher simply gives the student the sight word.)*

S: "The mat is one Sam."

T: Look and listen to what you read. *(The tutor points to the words in the text as she says what the student read.)* The mat is one Sam. Does that make sense?

S: No.

T: The word you missed is "on." It is not "one." Remember we just talked about what on means. The mat is on Sam. Where is Sam? *(Checks student's comprehension.)*

S: I don't know.

T: Well, re-read the sentence: *(The tutor reinforces the use of self monitoring skills. She wants the student to learn to re-read when he reads something that doesn't make sense).*

S: "The mat is on Sam." *(Student points to the picture of Sam.)*

T: Yes. so where is Sam?

S: Under the rug.

T: Yes, Sam is under the mat. *(Reinforces student's correct answer but uses the word that was used in the story.)* Let's continue to read.

S: "Marvin /sss/" — What is this word?

T: Try and sound it out. *(Tutor wants this beginning reader to learn at minimum to attempt the initial sounds of the words.)*

S: /Sssaa/.

T: Good, what does this last letter sound like?

S: /Ttt/.

T: Good, now put these sounds together.

S: /Sssaaattt/.

T: Good. Say it faster.

S: sat.

T: Good, /sssaaattt/, sat. We will work on saying the words faster when we sound them out. *(Tutor explicitly tells student why he is* *doing certain activities and what he needs to work on. This helps develop metacognitive skills.)*

S: "Marvin sat on" — oh, here is that word again.

T: "The." *(Tells word so comprehension is not interrupted).*

S: "The /mmm/."

T: *(With student).* "/mmmmaaaatt/, /mmaat/, mat." *(The tutor models the stretching process.)*

S: "/mmmaaattt/, /mmaatt/, mat."

T: Good.

S: "Marvin sat on the mat."

T: Good, go on.

S: /Ttt/.

T: *(With student).* /T-t-taaaammmm/.

S: /Tttaaappp/, /ttaapp/.

T: Good try, lets look at that last letter. It makes the /m/ sound, not /p/. Try it again.

S: /Ttaamm/ /Tttaaammm/.

T: Good, say it faster.

S: /Ttaamm/. Tam.

T: Good, Tam.

S: "Tam /sssaaattt/ sat one," no, I mean "on the" (looks for help).

S: /mmaatt/ mat, "Tam is on the mat."

T: I like the way you corrected yourself when you realized you said one and it is on. *(Tutor want to reinforce self-correcting monitoring strategies).* Let's read this over again. *(Because the student struggles with individual words, tutor wants him to have the opportunity to re-read, to help with fluency and comprehension.)*

S: "Marvin sat on the mat. /Tttam/, Tam sat on the mat."

T: Great! Where is Tam? *(Literal comprehension questions, reminding student to stop and think about what he read).*

S: On the mat.

T: Good, and where is Sam? *(Tutor wants student to use the picture and the text to make sense of what he is reading.)*

S: *(Points to picture.)* He is right here.

T: Good, now I'll read. "Marvin, Tam and Sam were on the small mat." Sam felt cramped, so what did he do? Let's read and find out!

S: /Sssaa/.

T: *(With student).* /Sssaaammm/, Sam.

S: "Sam /sss/."

T: Try and sound it out.

S: "/Sssaaa/ /sssaattt/"

T: Good, sat.

S: "Sam sat on" — What is this word?

T: Marvin *(Again, tutor gives the sight word).*

S: "Sam sat on Marvin."

T: Oh, no! What happened? *(Continues focus on comprehension.)*

S: The dog sat on Marvin.

T: Why? *(This is an interpretative comprehension question. It requires that the student think about what is going on in the story.)*

S: I don't know.

T: Well let's remember what I read about. Marvin, Sam, and Tam. They were on a mat. Was the mat big or small?

S: Small.

Illustration C: Two Success for All Tutoring Sessions (continued)

T: So, why do you think Sam sat on Marvin?

S: Because the mat was small.

T: Right, since the mat was small there was not enough room for all of them to sit on the mat, so the dog sat on Marvin! *(The tutor expands on the student's answer to model elaborated responses.)*

S: Yeah. *(smiles)*

T: Let's continue, I'll read. "Marvin fell backwards. What happened to the three on a mat?"

S: "/Sssaaamm/ /Ssaamm/."

T: Good, say it faster.

S: "Ssaamm. Sam."

T: Great!

S: "Sam" — What is this word?

T: Is *(States sight word)*.

S: "Sam is on /tttaaamm/."

T: Say it faster.

S: /Tttaamm/. "Tam."

T: Good.

S: "Tam is on the mat."

T: What happened? *(Comprehension check)*.

S: The dog is on the mat.

T: Yes, but what happened to the dog? Look at the picture. *(Reinforces connection between the picture and text.)*

S: They fell.

T: Yes, let's read it again together.

S/T: "Sam is on Marvin. Marvin is on Tam. Tam is on the mat."

S: *(Laughs)* They fell on each other!

T: Yes. Are they still on the mat? *(Interpretative question)*.

S: Yes.

T: O.K., I'll read next. "Now Tam and Marvin were tired so they decided to rest. They convinced Sam to rest, also. Where did Tam, Marvin, and Sam rest?"

S: "Tam /s/ /s/."

T: Try to sound out more.

S: "/sssaaat-t-t/. Sat."

T: Sat. Good.

S: "Tam sat on" — What is this word?

T: The. *(Gives sight word.)*

S: "Steps."

T: Read it again. *(Requests repetition to help the student gain fluency.)*

S: "Tam sat on the steps. Marvin sat on the steps."

S: "Sam sat on the /mmmaattt/. Sam sat on the mat."

T: Yes, Sam sat on the mat. So let's answer the question, "Where did Tam, Marvin and Sam rest?"

S: On the steps.

T: Good, but did they all rest on the steps? *(Checking comprehension)*.

S: Yes.

T/S: Let's read this together. "Tam sat on the steps. Marvin sat on the steps, Sam sat on the mat."

T: Where is Sam?

S: On the mat.

T: Good, do you think Marvin, Tam, and Sam were enjoying themselves?

S: It looks fun!

4a.) Writing Exercise —

When the student has finished reading the story, the tutor introduces a writing exercise based on the story. Robert had completed his story and has time to work on a writing activity.

T: Now you are going to have the chance to write your own story. Let's pretend that Tab, the cat, is your cat. I want you to write a story about all the fun things that you could do with your cat, Tab.

Robert writes (with help):

> I have a cat. His name is Tab. He likes to play tag. He likes to sleep. He likes to eat cat food.

When Robert has finished his story, both the student and then the tutor read his story with expression. Robert can decode some of the words in his story, and he can remember others because he wrote the story. Robert is proud of his story because he wrote it. This story will be used in later tutoring sessions.

4b.) Writing Drill —

For this drill the tutor selects words that can be decoded and that Robert has worked with in previous lessons. She uses some of the words from the letter sound drill, from the story that Robert wrote, and other words that he can spell out by using his decoding strategies.

In this example, words with the /c/ sound are used because Robert is working on this sound in class and has been having some difficulty with it. The words that Robert is asked to write in this example are: can, cap, and cat.

T: Robert, write "can."

S: I don't know how to spell it.

T: Try to sound it out. (She encourages Robert to use his word attack skills. This helps reinforce the use of these strategies in writing as well as in reading.)

S: /Cccaaannn/.

T: Good, Now write that down.

S: (Writes "cam.")

T: Let's sound that out again. (She sounds it out with the student.)

T/S: /Cccaaannn/.

T: That is an /n/ sound on the end; there should be an "n" on the end of "c" "a." Write the word "can" again.

S: (Writes "can.")

T: Write the word "cap." Sounding it out will help.

S: Cap. (Writes "cap.")

T: Good job! Now write the word "cat."

S: /Cccaaattt/. (Student writes "kat.")

T: The /c/ is a "c." Try it again.

S: (Student rewrites, "cat.")

T: Nice job!

(This exercise continues with additional words and repetitions of can, cap, and cat.)

Example 2: Ayesha, First Reader Tutoring Session

A second example of a tutoring session involves Ayesha, a second grader who is reading at the first reader (first grade, second semester) level. Ayesha has adequate sound blending skills but has trouble getting meaning from what she reads. This example shows part of a tutoring session in which Ayesha is reading the story *Louise*, by Ada Litchfield, in the MacMillan Connections basal series text, *Look Again*.

T: Today we are going to read a story about a girl named Louise. Let me tell you something about Louise. She does not have all of her five senses. She is blind and has to find out about the world in other ways. Close your eyes and see how it would be to be in the world without being able to see. Can you think about some things that it would be hard to do? *(The tutor begins by giving background information and introducing the story to the student. This helps the student to begin to think about what the story is about.)*

S: (Discusses how it would be to be blind.)

T: Let's start to read the story and find out more about Louise.

S: "My name is Louise and I am blind. This is my mother, my father, my grandmother, my dog Leo, and my good friend Ben."

T: Good! Let's see if we can find out more about Louise.

S: "Ben and I have fun all the time. He likes a good joke, and so do I. He likes to make up s(?)"

T: "Songs." *(The tutor simply gives the student this sight word to maintain the flow of the reading. The word can be practiced later.)*

S: ". . . songs and so do I. He likes to play tricks on me, but I don't mind. I play tricks on him, too."

T: Good job. Now before we go on with the story, let's talk about what you read so far. Who is Ben? *(Comprehension question. It is important when working with students who have problems with comprehension monitoring to get them to stop and think about what they have read. Initially, this is done frequently. Asking questions about the story makes the students aware that they need to understand what they read as they go along. Also, it provides the opportunity to immediately repair any misunderstandings that could interfere with their overall comprehension.)*

S: A boy.

T: Yes, and what does he have to do with Louise? *(She has Ayesha make connections between general information and then describe how that information adds meaning to the story.)*

S: He's Louise's friend.

T: Yes, and what are some of the things Louise and Ben like to do together?

S: I don't know.

T: Well, let's go back and look at our story and see if we can find out.

S: (Goes back to story and re-reads paragraph out loud.)

T: Now can you tell me what Ben and Louise like to do together?

S: They like jokes, and they like to play tricks.

T: Right. Remember when you said you should get meaning from what you read. If you are unsure, go back and read it over again. *(Comprehension monitoring is reinforced and students are directly instructed to re-read when they did not understand what they read. Often, a student with a reading problem does not understand that he or she needs to go back and re-read if the meaning of the story was not understood the first time.)* Continue to read.

S: "It makes me happy to go for walks with Ben. One time he picked up a f(?)"

T: Try and sound out the word.

S: "/ffrroogg/ frog and he let me touch it. That's how I know how things look. I touch them."

T: Before we talk about what you just read, do you know what a frog is?

S: A frog is an animal, he jumps.

T: Good. How does Louise know how things look in the world?

S: She touches them.

T: Why does Louise need to touch things? *(The tutor asks questions that help student integrate information not only within a specific paragraph, but also between paragraphs. In some cases, the student remembers only the information from the paragraph he or she just read. The tutor asks questions that will help the student integrate information from one paragraph to another.)*

S: Because Louise can't see with her eyes.

T: Yes, let's go on.

S: "When we go to the lake to swim, my grandmother likes to come, too. She likes to swim. I still don't know how to swim, but my grandmother says it will make her happy to show me how. That's my grandmother. She's my good friend, and I like to make her happy."

T: You read that well. Why do you think it may be hard for Louise to learn to swim? *(Inferential comprehension question. This kind of question helps the student go beyond what is presented in the text and think about issues that are related to what is presented. The student can think about why a blind child may have a hard time learning to swim.)*

S: It may be hard to swim if you can't see in the water.

T: Who would like to teach Louise how to swim?

S: Her grandmother?

T: What did it say in the paragraph that you just read?

S: Her grandmother.

T: That's right. Let's continue with our story.

S: "Do I mind seeing? Yes, I do."

T: Stop for a moment. Did that make sense?

S: No.

T: Try rereading the sentence. *(Teacher suggests re-reading as a strategy to fix comprehension problems.)*

S: "Do I mind *not* seeing? Yes I do."

T: Much better. Remember to always ask yourself if what you're reading makes sense. Go ahead.

S: "Do I mind not seeing? Yes, I do. But with the help of my family, my friend Ben, and my cane, I can do things. I need my cane. It helps me walk. If I have my cane, I know I won't walk into things. If I have my cane, I know where to walk."

T: Do you know what a cane is?

S: I think it is like a stick.

T: Yes, look at the picture. Louise is holding the cane in her hand. How does the cane help Louise?

S: It helps her walk.

T: Yes, she can use the cane as a guide to help her, so that she does not walk into things. *(To help with comprehension, the tutor often elaborates on new ideas or concepts that are presented in a story. Often the limited information in a story is not enough to fully understand something. Elaboration helps with concept building.)* Let's see what else we can find out about Louise.

S: "When we were having a play at school, I asked Ben for his help. 'What is the name of the play?' Ben asked. 'It is a secret,' I said. 'Who are you in the play?' asked Ben. 'It's a secret,' I said again. 'What can I do to help?' asked Ben. 'Is that a secret, too?'"

T: Why do you think Louise would not tell Ben about the play? *(Predictive question. Predictive questions force the student to think about the possible events that may occur in the story.)*

S: Because she didn't want him to know.

T: Well, that is what a secret is, but can you think of why Louise did not want Ben to know about the play?

S: Maybe the play is a surprise.

T: Good, maybe the play is a surprise or maybe there is something about the play that Louise does not want Ben to know. *(The tutor reinforces the student's response and presents another alternative to the prediction. This helps the student realize that there can be more than one prediction.)* Let's see what happens!

S: "'First, please get me the red flowers out of the bag,' I said to Ben, and he did. 'I have all the red flowers,' said Ben. 'Now what?' 'Now, please keep my cane still,' I said, 'and I will glue the flowers on it.' Next I asked Ben to make stars for me. 'Where will you put the stars?' asked Ben. 'Wait and you will see, Ben' I said. Ben waited, and I got my coat and hat."

T: What did they do with the red flowers? *(Literal comprehension question)*

S: They glued them on her cane.

T: What do you think they will do with the stars? *(Inferential comprehension.)*

S: I'm not sure.

T: Well, let's read and find out!

S: "We put the stars on my coat and hat for the play, but then we got silly. We put the stars on the floor, we put stars on the chair legs. Ben put stars on his legs, and I put stars on my legs. We laughed and laughed. 'I hope your mother doesn't mind,' Ben said. 'She won't,' I said. 'The stars and the glue will come off, and she likes to get silly, too.' We laughed again."

T: Let me stop you here and ask you what Ben and Louise did when they were acting silly.

S: I'm not sure. They laughed, but I don't know why.

T: O.K., re-read this paragraph, and let's see if you know how they are acting silly and why they are laughing.

S: *(student rereads)* They put the stars on the chair and on themselves.

T: Yes, what did they start out putting the flowers on? *(Comprehension question integrating information from a previous paragraph.)*

S: On her cane.

T: Continue to read.

S: "Then Ben said, 'Show me your play,' so I got it out. 'Here it is,' I said to him. 'I can't read this,' he said. 'It's in Braille.'"

T: Do you know what Braille is?

S: No.

T: It is a form of writing that blind people can read with their fingers. *(The tutor demonstrates what Braille is using a piece of paper and making impressions of dots on it. She makes sure the student understands that this is the way blind people read since that is the point of the story.)* When you come to a word that you are not sure of, either we can talk about it or you can look it up in a dictionary.

S: O.K. "'Feel it, silly,' I said, and he did. 'I still can't read Braille,' he said. 'You don't have to,' I said. 'Just wait. You will hear what it says when you come to my school to see the play.'"

T: I can't wait for the play!

S: "Then I put on my hat and coat. I touched Ben with my cane and asked, 'Who am I?' 'I don't know,' Ben said. I could tell he was a little mad."

T: Who do you think Louise is in her play?

S: I don't know.

T: Let's find out.

S: "'I looked like a fairy grandmother,' I said. 'I will help a girl get her wish. She will go to the ball. A man will see her there and . . .'"

'I know, I know!' said Ben, and he jumped up and down. Ben did know. He said the name of the play. He said who I was. Do you know?"

T: Do you know the name of the play?

S: I don't know.

T: What play did you read about that has a fairy godmother in it?

S: Cinderella?

T: You're right! Great reading!

Illustration D: Story Telling and Retelling (STaR) Unit

(See Chapter 4, page 27)

Ask Mr. Bear

by

Marjorie Flack

Materials

Book
Sequence Cards
Puppets
STaR Sheet
Individual Retell Form

Vocabulary

secret birthday whispered

Introducing the Story

Today we are going to read a story called Ask Mr. Bear. What do you think the story will be about? The little boy in our story is named Danny. Danny needs a birthday present for his mother, but he can't decide what to give her. What would you suggest for Danny to give his mother? The animals in our story are going to try to help Danny find a birthday present for his mother. Let's listen and find out what happens.

Reading the Story

Begin reading the story, stopping every few pages to ask predictive and summative questions that will motivate children to recall story details.

Page 1: Why was Danny sad? <He didn't know what to give his mother for her birthday.>

Page 3: What did Danny do? <He went out to see what he could find.>

Page 4: What did the hen suggest? <An egg>

What did Danny say? <"Thank you, but no, my mother has some eggs.">

Page 7: Who did Danny and the hen meet? <A goose>

Page 8: What did the goose suggest? <Feathers to make a pillow>

What did Danny say? <"Thank you, but no, she has a pillow.">

Page 11: Who did Danny, the hen, and the goose meet? <A goat>

Page 12: What did the goat suggest? <Milk for making cheese>

What did Danny say? <"Thank you, but no, she has cheese.">

Page 15: Who did Danny, the hen, the goose, and the goat meet? <A sheep>

Page 16: What did the sheep suggest? <Wool to make a blanket>

What did Danny say? <"Thank you, but no, she has a blanket.">

Page 19: Who did Danny, the hen, the goose, the goat, and the sheep meet? <A cow>

Page 20: What did the cow suggest? <Milk and cream>

What did Danny say? <"Thank you, but no, she has some milk.">

Page 21: Who did the cow suggest Danny should ask? <Mr. Bear>

Page 22: Why wouldn't the animals go with Danny to ask Mr. Bear?

Page 30: What do you think Mr. Bear told Danny?

Page 34: What did Danny give his mother for her birthday? <Danny gave his mother a big bear hug for her birthday.>

Reviewing the Story

SC1 - Danny was sad. He didn't know what to give his mother for her birthday.

SC2 -The hen suggested eggs, but Danny's mother had some eggs.

SC3 -The goose suggested feathers to make a pillow, but Danny's mother had a pillow.

SC4 -The goat suggested milk to make cheese, but Danny's mother had some cheese.

SC5 -The sheep suggested wool to make a blanket, but Danny's mother had a blanket.

SC6 -The cow suggested that Danny ask Mr. Bear.

SC7 -Mr. Bear gave Danny a good idea.

SC8 - Danny gave his mother a big bear hug for her birthday.

Retelling the Story

1. Recall the story title in unison. <Ask Mr. Bear>

2. Recall the characters. <The characters were Danny, the hen, the goose, the goat, the sheep, the cow, Mr. Bear, and Danny's mother.>

Illustration D: Story Telling and Retelling (STaR) Unit (continued)

3. What did Danny go out to find? <Danny was trying to find a birthday present for his mother.>

4. What was the problem with each of the presents suggested? <Danny's mother had all of the things suggested by the animals.>

5. What did Danny give his mother for her birthday? <He gave his mother a big bear hug for her birthday.>

6. What was your favorite part of the story? Why?

Story Dramatization

Teacher will act as narrator, prompting retelling from students with parts assigned for:

Danny
Hen
Goose
Goat
Sheep
Cow
Mr. Bear
Mother

Read the story and have children act out their parts, saying the lines appropriate for their part if they can, or simply acting it out as you read the story.

Illustration D: Story Telling and Retelling (STaR) Unit (continued)

Individual Story Retell Form

Student Name____________________ Date ________________
Teacher______________________ School _______________

Ask Mr. Bear
by
Marjorie Flack

Questions for Individual Retell

1. Recall the name of the story
<Ask Mr. Bear>

2. Recall the characters. <The characters were Danny, the cow, the goat, the hen, the sheep, the goose, Mr. Bear and Mother.>

3. What did Danny go out to find? <Danny wanted to find a good birthday present for his mother.>

4. What was the problem with each solution suggested? <Danny's mother already had all of the things suggested by the animals.>

5. What did Danny give to his mother? <Danny gave his mother a big birthday bear hug.>

6. What was your favorite part of the story? Why?

Illustration E: Thematic Unit: "Special Me"

(see Chapter 4, page 30)

SPECIAL ME

Special Me Basic Understandings

The Special Me Unit was developed in order to give children an opportunity to discover how each one of us is a unique and special individual.

Basic Understandings:

I am special. There is no one else just like me.
If I know I am special I know others can be special in their way too.
I have a special name.
I have a special day when I was born. It is called my birthday.
I have a special voice and fingerprints.
In some ways I am like others; I am different from others in some ways.
I can do some things easily and well.
I have grown a lot since I was a baby.
I have feelings and ideas that belong to me. These feelings and ideas are important.
I can learn many good ways to show my feelings.
I am creative when I share my own ideas and feelings in my own way.

Special Me Vocabulary

special
I
me
you
myself
mine
we
us
his
hers
ours
yours
theirs
them

ideas
learn
feelings
easy
hard
play
work
help
share
birthday

Colors of skin, hair, eyes
Names of body parts
Names for body actions
Names of classmates

STaR Stories

Ask Mr. Bear	Flack, M.
Best Friends for Frances	Hoban, R.
Bread and Honey	Asch, F.
Corduroy	Freeman, R.
Dandelion	Freeman, R.
Franklin in the Dark	Bourgeois, P.
Happy Birthday, Sam	Hutchins, P.
Harry the Dirty Dog	Zion, G.
I'm Terrific	Sharmat, M.
Leo the Late Bloomer	Kraus, R.
The Little Engine That Could	Piper, W.
Peter's Chair	Keats, E. J.
Swimmy	Lioni, L.

Illustration E: Thematic Unit : "Special Me" (continued)

STUDENT SURVEY

MOM AND DAD,

PLEASE HELP ME TO COMPLETE THIS STUDENT SURVEY.

ALL ABOUT ME

1. My name is ______________________________.
2. I was born on ______________________________.
3. I was born in ______________________________hospital in the state of ______________________________.
4. At birth, I weighed ______________________________.
5. I sat alone when I was ______________________________.
6. I took my first steps at age ______________________________.
7. My first word was ______________________________.
8. My first birthday took place at ______________________________.
9. My favorite toy(s) is (are) ______________________________ ______________________________. ______________________________.
10. My favority story is ______________________________.
11. My ______________________________ took me to school for my first day at School # ______________________________.
12. I felt ______________________________ on my first day.
13. When I grow up, I want to be a ______________________________.

SPECIAL ME

Day 1

I. Arrival/Get Together/Opening

II. Planned Learning

Before the Lesson: Prepare materials for the magic mirror box and the name crowns or necklaces.

Objective: Children will describe themselves as being special.

Materials:

-Magic Mirror Box
-Name crowns or necklaces
-Chart Paper
-Marker

Motivation:

-Place Magic Mirror Box in front of the class.

-Today we will use this box to talk about the most important person in the world and when you look in this box you will see him or her.

-Have each child come up one at a time to look in the Box.

-Who is it ? What do you see? (Possible responses: I see me. It's me. My face.)

-What is your name ? After the child says her name, "crown" her with her name crown or place name necklace around her neck.

Development:

-Sing the song "I Am Special" (listed under Music/Movement/Poetry).

-Encourage children to think of ways they are special.
(name, body, feeling, ideas, etc...)

-List children's ideas on chart paper.

III. STaR/Big Book

IV. Center Time

Materials:

-Mirror, magnifying glass
-Jewelry and items to change the appearance of the face
-Puzzles to show a boy/girl
-Face puzzle

BEST COPY AVAILABLE

Day 1 (continued)

Procedure:

-Direct children to look at new items to use at Center Time. Children will select centers.

-Today we will have some special things to use to help us think about ourselves. You may use magnifying glasses to look at parts of your face in our mirror.

-What can you do with this jewelry? Direct them as to how they can see the change that occurs. Do they look like anyone they know (with items on)?

-The teacher will place mirrors and related items together as needed.

-Direct the children's attention to the art area for tracing hands with the help of a friend or the assistant.

Centers:

Art: Trace hands with a partner or assistant. Write the child's name on the paper (i.e. Regina's hands).

Mirror: Look at faces with and without jewelry. Look at skin and parts of face with magnifying glass.

Games: Put together a face puzzle from a paper plate drawing the child makes of him/herself. After he or she completes it, write the child's name on it. Allow children time to put puzzles together.

Reporting:

Signal to Stop:

-How did we use our centers today?

-Who can tell us what you did with mirrors?

-What did you see?

-How did you look with the magnifying glass?

-Which thing did you like the best?

-Let's look at some hands that were traced. Note the number of fingers, colors used, and size.

-Allow children to look at their hands under a magnifying glass. *How does your hand look different than normal?*

V. Self-Selected Readings

Children select books from "Special Me" section.

VI. Peabody

Day 1 (continued)

VII. Music/Movement I Poetry

Song: "You are Special," You Are Special, Fred Rogers (cas.)

"I Am Special"

(Sung to: "London Bridge")
I am special, Yes I am
Yes I am, Yes I am
I am special, Yes I am
I'm very special.

No one else has a face like mine
Just like mine, just like mine
No one else has a face like mine
I'm very special.

No one else has a name like mine...
No one else has a body like mine...
No one else has feelings like mine...
I'm very special.

"Welcome, Welcome"

(Sung to: "Twinkle, Twinkle Little Star")
Welcome, Welcome,
All my friends,
We'll learn your name
Through this game
Annie, Annie, it' s your turn (insert name)
Take a block, and then return.

S. Paprocki

The children sit in a circle with blocks in the center (or anything else, name tags if the children can identify their name). Repeat the song using everyone's name.

"Here I Am"
(Sung to: "Where is Thumbkin?")

Teacher: Where is ___________? (child's name)
Where is ___________? (child's name)

Child: Here I am! (child stands)

All: There he is (point to child)
How are you today sir/madam?

Child: Very well, thank you.

Teacher: Please sit down.

G. Ray

VIII. Explorations

Wrap-up Sharing: *What did we talk about today? Who is the most special person in the world?*

Homework: Children will name three ways they are special.

Illustration E: Thematic Unit : "Special Me" (continued)

SPECIAL ME

Day 2

I. Arrival/Get Together/Opening

II. Planned Learning

Before the Lesson: Prepare either flannel or magnetic body part materials.

Objective: Children will name body parts and discuss how their bodies are special.

Materials:
-Flannel or magnetic body parts
-Flannel or magnetic board

Motivation:
-Review the concept of Special Me.
-Display body part pieces and encourage children to name the body parts as you or children construct a "Special Me" body person.

Development:

-What did we make?
-Does your body look just like this body? Why not?
-Your body is very special. No one else has a body that is just like yours.
-How is your body special?
-Encourage children to think of ways that their bodies are special. (birthmarks, coloring, size, etc. . .)
-Have children take turns describing their special bodies. (Model this activity if necessary.)

III. STaR/Big Book

IV. Center Time

Materials:

-White and black construction paper
-Overhead projector or flashlight
-Glue
-Scissors
-Magazines
-Paper
-Paste

Art:

-Make a silhouette of each child using an overhead projector or flashlight to throw a shadow.

-Trace around the shadow.

-Children can identify the silhouettes and help paste black paper onto white.

-Assist child in creating a face collage.

SPECIAL ME

Day 2 (continued)

V. Self Selected Readings

VI. Peabody

VII. Music/Movement/Poetry

Song: "Hands," My Record, Sesame Street (cas.)

"My Face"

This is the shape that is my head.
This is my mouth with which words are said.
These are my eyes that I use to see.
These are my ears that I use to hear.
This is my nose that I use to smell and
SNEEZE, SNEEZE, SNEEZE !

"One and Two"

I have one little head. (Point to head).
To rest on a pillow in my bed. (Palms together, lean head against hands).
I have two little eyes.
To open wide in great surprise. (Open eyes wide).
I have one little nose. (Point to nose).
To smell a lovely, yellow rose.
I have two little ears. (Point to ears).
What a lot of sounds they hear. (Cover ears with hands).
I have one little chin. (Point to chin).
To open so my food can come in. (Make chewing motions).
Mmmmmmmmmm! Good!

New Song: "Hokey, Pokey." Discuss parts of the body and actions.

Game: "Simon Says."

VIII. Explorations

Wrap-up Sharing *What did we talk about today? Who can name some parts of our bodies?*

Homework: Children will name at least five body parts.

SPECIAL ME

Day 3

I. Arrival/Get Together/Opening

II. Planned Learning

Before the Lesson: Prepare materials for Special Me drawing.

Objective: Children will draw a picture of his/her special body.

Materials:

- Paper
- Crayons
- Flannel or magnetic body parts and board

Motivation:
- Review the parts of the body with the children.

Development:
- Draw a picture of yourself for the children naming the body parts as you draw them.
- Say: *This is my Special Me drawing. I drew a picture of myself.*
- Give children materials and encourage them to draw a Special Me picture of themselves.
- Circulate around the children and suggest ideas about their drawings.
- When everyone has finished drawing, have the children share their Special Me drawings with one another.

III. STaR/Big Book

IV. Center Time

Center 1
- Paper
- Crayons

Center 2
- Special Me books

Procedure

- Have two centers today.

- In one center, the children will work with the assistant to trace their hands and to decorate the page on which the hands are traced.

- In the other center, children can begin work on a Special Me book or All About Me book. The pages could now include the baby picture and a cover page drawn by the child of him/herself. The hand tracing can be placed with the pages once they are completed.

V. Self Selected Readings

Day 3 (continued)

VI. Peabody

VII. Music/Movement/Poetry

Everybody Says

Everybody says
I look just like my mother.
Everybody says
I'm the image of Aunt Bee.
Everybody says
My nose is like my father's
But I want to look like ME !

D. Aldis

Me

As long as I live
I shall always be
Myself —and no other,
Just ME.

W. Mare

Special Me

Sung to: (Twinkle, Twinkle Little Star)
Special, Special, Special Me.
How I wonder what I'll be.
In this big world I can be
Anything I want to be.
Special, Special, Special Me,
How I wonder what I'll be.

K. Wagoner

VIII. Explorations

Wrap-up Sharing: *What did we do today? Who did your drawing look like? How are you special ?*

Homework: Children will recite the poem "Everybody Says."

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